Manitoba

Annual Report 1985 - 86*

Education

*For the period January 1, 1985, to March 31, 1986

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Manitoba

Minister of Education

Ministre de L'Education

Winnipeg, Manitoba, CANADA
R3C 0V8

To Her Honour,
Pearl McGonigal,
Lieutenant-Governor of Manitoba.

May It Please Your Honour:

I have the privilege of presenting for the information of Your Honour the Annual Report of the Department of Education for the period beginning January 1, 1985, and ending March 31, 1986.

Respectfully submitted,
Croyez, Madame, à mon dévouement le plus profond.
La Ministre,

Honourable Maureen Hemphill,
Minister of Education.

À Son Honneur
Pearl McGonigal
Lieutenant-gouverneur
Province du Manitoba

Plaise à votre Honneur:

Je presente ici, à titre d'information, le rapport annuel d'Education Manitoba, pour la période commençant le 1er janvier 1985 et se terminant le 31 mars 1986.

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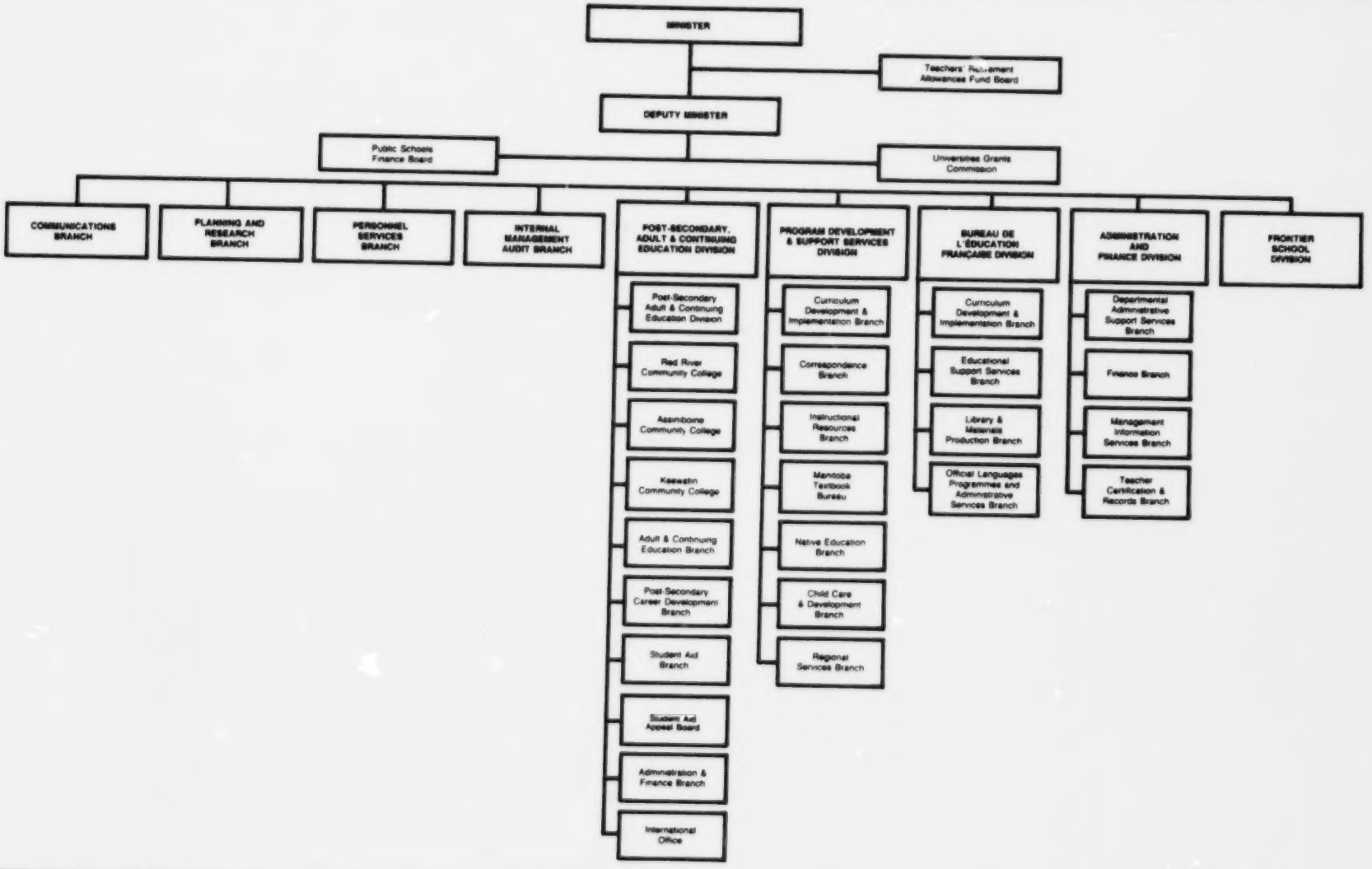
Organization Chart — Manitoba Education



Manitoba

Deputy Minister of Education
Le sous-ministre de l'Éducation

Winnipeg, Manitoba, CANADA
R3C 0V8

Honourable Maureen Hemphill
Minister of Education

Madam:

I have the honour to present the Annual Report of Manitoba Education.

To the best of my knowledge this report is an accurate summary of the work accomplished for the period January 1, 1985, to March 31, 1986.

This period has been one of achievement in all areas of education. In spite of the challenge we face in financing all levels of education, high quality is being maintained and enhanced in the public school system, at the universities, and at our community colleges. The colleges in particular have made great progress in implementing initiatives to increase efficiency and accessibility.

Much of this achievement is the result of the consultative process developed over the past few years. The involvement of educational associations, parent groups, and other community organizations, has been extremely effective in refining ideas into policy.

I would also like to express my sincere appreciation to all departmental staff for their efforts and dedication. Senior staff members often receive recognition for achievements, but nothing would be accomplished without the valuable contributions of professional and support staff.

Respectfully submitted,

Ronald J. Duhamel
Deputy Minister of Education

Maureen Hemphill
Ministre de l'Éducation

Madame,

C'est un honneur pour moi de vous présenter le rapport annuel d'Éducation Manitoba.

Ce rapport constitue, à ma connaissance, un résumé fidèle du travail accompli par le Ministère pendant la période commençant le 1er janvier 1985 et se terminant le 31 mars 1986.

Cette période fut marquée de réalisations importantes dans tous les domaines de l'éducation. Bien qu'il nous incombe de financer tous les paliers de l'éducation, ce qui représente un véritable défi, un rendement de qualité a été maintenu et même rehaussé au sein du système des écoles publiques, des universités et de nos collèges communautaires. Les collèges communautaires, en particulier, ont fait des progrès importants dans la mise en oeuvre de nouveaux projets visant à améliorer leur efficacité et leur accessibilité.

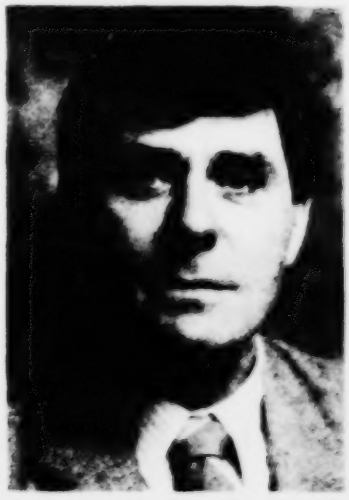
La plupart de ces réalisations découlent directement du processus de consultation mis en place depuis les dernières années. Grâce à leur engagement, des organismes oeuvrant en éducation, des groupes de parents et diverses autres organisations communautaires ont réussi à définir des lignes directrices qui ont été mises en oeuvre.

J'aimerais également exprimer ma vive reconnaissance envers le personnel du Ministère qui a déployé tant d'efforts et fait preuve d'un grand dévouement. Bien souvent on attribue aux principaux directeurs le mérite des réussites, mais rien ne serait accompli sans les efforts des spécialistes et du personnel de soutien.

Respectfully submitted,

C'est avec mes respects, Madame, que j'ai le privilège de vous soumettre ce document.

Le sous-ministre,



Program Development and Support Services Division

This division consists of seven branches. They are Curriculum Development and Implementation, Native Education, Instructional Resources, Correspondence, Child Care and Development, Regional Services and the Manitoba Textbook Bureau. Each of these branches is reported on separately in the following pages.

Curriculum Development and Implementation Branch

Objectives

1. The identification of goals and objectives for the overall K-12 curriculum.
2. The identification and provision of curriculum guidelines and supports for a basic core curriculum.
3. The development and provision of additional curriculum guides and support materials for schools.
4. The provision of programs that will foster multicultural education in the community and the schools.
5. The identification of relevant applications of computer technology in the school system.
6. The continuous review of provincial programs and articulation throughout the education system, public school, and post-secondary.
7. The provision of in-service training, teacher workshops, classroom demonstrations, and assistance in the implementation of new or revised curriculum guidelines.
8. The provision of opportunities to liaise with special area groups, faculties of education and the various educational associations and organizations.
9. The provision of systematic information on student achievement in selected curricular areas to professional educators, government and general public by means of an ongoing program.
10. The provision of assistance to schools and school divisions in the development and delivery of local in-service programs — through financial support, consultation, and on-site intensive programming.
11. The coordination of the ongoing development, delivery, and monitoring of vocational and practical arts programs and services through the provision of consultative and support services to school divisions/districts, Manitoba Education and other government departments in matters relating to the planning, delivery system, establishment, operation, funding, and evaluation of practical arts, vocational, and work education programs.

Organization

Teams of consultants work together in each subject area in the development and implementation of curricula.

Two advisory bodies are involved in the cyclical process of development, implementation, assessment and review of curricula. One is the Curriculum Policy Review Council and the other is the Joint Committee on Evaluation.

A representative committee structure composed of the Curriculum Policy Review Council and three Program Review Committees (the early years, the middle years and the senior high years) reviews and makes recommendations on program development and implementation.

The Joint Committee on Evaluation reviews and makes recommendations on assessment.

The major provincial organizations in education (the Manitoba Teachers' Society, the Manitoba Association of School Trustees, the Manitoba Association of School Superintendents) along with members of the post-secondary institutions, Manitoba Education, and the larger community are represented on the Curriculum Policy Review Council and its supporting committees and on the Joint Committee on Evaluation. Manitoba Education personnel provide the necessary assistance and liaison for the operation of the Council and the Joint Committee which meet regularly throughout the year.

Activities

During the course of this reporting period, the Curriculum Policy Review Council and committees were involved in a variety of activities related to the school curriculum and its implementation. A number of details are reported under the individual subject headings that follow. Some of the more general highlights are listed below. The Council:

- planned and organized a conference on Curriculum Evaluation in conjunction with the major educational organizations, trustees, superintendents, principals and teachers with planning and financial support from Manitoba Education. The conference was scheduled to take place in April of 1986;
- held two joint workshops with the Program Review Committees. The first joint workshop served as an orientation for new members. Among topics under discussion at both workshops were the role of the

Program Review Structure, Integration, Language Across the Curriculum, Continuous Progress, Mainstreaming and the Evaluation of Curriculum Implementation, its processes, practices and priorities;

- recommended extra efforts in communicating with the community and parents of students and endorsed the development and distribution of parents' companion booklets to the revised Early Years Source Book and the Middle Years Sourcebook;
- recommended the revision of the Introduction of the English Language Arts 9-12 Interim Guide to clarify the intent;
- met with the Joint Committee on Evaluation to review results of the assessments completed during the reporting period and discuss recommendations for assessments to take place in the next few years;
- recommended that statements be developed about the roles and responsibilities for Curriculum Implementation by school trustees, principals and teachers for inclusion in the Administrative Handbook;
- endorsed the establishment of four steering committees in four core area subjects to review assessment information about curriculum and its implementation, the materials being used and the materials being recommended for approval;
- reviewed and endorsed implementation strategies for the revised Early Years Source Book, ***A Time for Learning, A Time for Joy***;
- met with the faculties of education at the universities to discuss training and retraining of teachers with special reference to the need of heightening awareness about Early Years and Middle Years concepts;
- reviewed an Issues Paper about the Senior High developed by the Senior High Program Review Committee and recommended it as a submission to the High School Review panel.

English Language Arts

The two English 300 electives, not previously distributed — English: Dramatic Forms and English: Journalistic Forms — were piloted during the spring of 1985 and are available to schools on request.

The Senior Years English Language Arts Curriculum (Interim) Guide 9-12 is under revision. It is projected that a revised interim guide will be distributed to schools in the fall of 1986.

Two curriculum support documents — A Practical Guide to Small Group Work, and Annotations of Recently Recommended Anthologies — were prepared and distributed to schools. Work commenced on a third support document "Evaluation". It is projected that this document will be available in the fall of 1986.

The Materials Selection Committee was very active during 1985 reviewing recently published instructional material, particularly at the elementary level. In addition, a task group of teachers and librarians reviewed the list of recommended novels Grades 4-12 and made recommendations to the Materials Selection Committee as to novels which should be deleted or moved to another level. They also recommended additional titles which should be listed.

The implementation of the English Language Arts curriculum continued to be a priority in 1985. Approximately 170 workshops were conducted by curriculum consultants throughout the province. The consultants assisted divisions in obtaining presenters for many other workshops and sent out some 175 packages of materials requested by individual teachers. They made arrangements for teachers to visit other teachers' classrooms and worked with individual teachers in their classrooms.

The English Language Arts curriculum consultants continue to work closely with the professional organizations, divisional consultants, faculties of education, and other branches of Manitoba Education. Some notable results of this involvement are: the continuation of the two implementation projects in the Parklands and South Central regions, the initiation of two additional implementation projects in the Western and Interlake regions, and the planning of an International Institute of Language Arts at the University of Manitoba in July 1986.

Mathematics

The Mathematics Steering Committee (K-12) was established in April 1985. Membership consists of representatives from technology and applied fields, community colleges, universities and the Manitoba Teachers' Society. Its main purpose is to review implementation plans and develop priority recommendations for the implementation of the revised curricula.

A committee was set up to look at stereotyping in Mathematics at the 7 to 12 levels. A poster and separate pamphlets for students, teachers, parents and counsellors were developed to counter the existing tendency which discourages many girls and women from studying mathematics in the higher grades. These materials are to be used in planned regional in-services.

From January 1985 to March 1986, twenty-two regional in-services were held for 1,000 teachers. The teachers received concrete and practical experience

in algebra teaching methods and applied problem-solving.

Two new committees will be formed in 1986. The High School Methods Committee (10-12) will develop a one-day in-service on new methods for teaching high school mathematics. To implement the program seven regional in-services will be held throughout Manitoba.

The Materials Review Committee will identify and screen all Mathematics Materials (7-12) found in the Manitoba Instructional Resources Centre. It will add to the list of current materials for placement in the Resource Centre. A catalogue, listing all the materials, will be prepared for distribution to schools.

The interim guide for Mathematics 204, 201, 200 continued to be used through the 1985-86 school year. Based on feedback from teachers, this guide was revised to final form in 1985. The final version of the guide was distributed to all schools late in March.

The interim guide for Mathematics 304, 301, 300 was completed, edited, and distributed to all schools in February of 1985. It will remain in use for two more years.

Statistics and Probability 305 and Topics in Mathematics 305 were piloted during the 1984-85 school year. These half-credit programs are being revised and should be available to schools in 1986. Introduction to Calculus 305 (half-credit) is being piloted again during the 1985-86 school year and should be available to schools in the 1986-87 school year.

Science

The development of Biology 200-300 and 201-301 guides was completed in 1985. Interim guides were sent to schools.

In-services were conducted in regard to the new Biology curriculum in two areas: 1) awareness sessions concerning the nature of the program and implementation; 2) decision-making and problem-solving in topics in biology.

Recommendations concerning future development in science education are being examined by the K-12 Science Committee. These recommendations are based upon a) Science Council report; b) feedback from teachers, e.g., Science 7-9 survey; c) Science Assessment. The K-12 Science Committee is entering a different phase in its cycle of curriculum development and implementation whereby more emphasis will be placed upon supporting both short and long term implementation plans for "paper" curricula already in place and, secondly, examining curricula which have been in place for six to eight years. This examination will determine whether some minor modifications in the design of the program or nature of support materials may be required.

Development of the Physical Science 201-301 curriculum will be completed and in schools later in 1986. Support materials for teachers for specific earth-science related topics and some options are in the process of development.

The main emphasis in the science professional development program for 1985 was the implementation of the Physics 200-300 program. Regional and divisional in-services were conducted to assist in the implementation of the topics on technology and societal issues of the new physics program. Workshops were organized at the University of Manitoba and the Museum of Man and Nature. The in-service programs were designed to assist teachers in implementing the optional topics in physics related to technology and society.

At the senior high level, workshops were also organized for biology teachers to emphasize aspects of the biology program dealing with biological techniques, and for chemistry teachers dealing with topics from chemistry of foods to the utilization of chemistry computer simulations in the classroom.

At the junior high level, in-services were conducted in areas where teachers required more background information on the following topics: astronomy, physics, reading and language development, scientific inquiry and in chemistry. Special workshops in earth science and on discrepant events were organized for teachers in Winnipeg and Brandon regions. The workshops on Halley's Comet were organized both in Winnipeg and Brandon.

Seminars were organized both in Winnipeg and Brandon to promote and emphasize opportunities for high school girls in scientific and technical careers. Presenters gave background information in regard to career qualifications as to education and training that would encourage girls to select science as a career.

At the elementary level, workshops have been designed on various topics in science such as: energy, computers, integrating art and science and forestry conservation. An elementary science conference was organized for elementary science teachers at St. Benedict's Educational Centre. The main objective of this conference was to develop materials for the K-7 level and science resource teachers in various divisions of the province.

Computer Education

The Educational Technology Program (ETP) was established in March 1984 as a joint venture between the Manitoba Government and private industry. Details of this program were reported on in the 1984 Annual Report.

Interim curriculum documents for each of Grades K-3, 4-6, and 7-9 Computer Awareness were completed

and distributed to schools in January, May and August, 1985, respectively.

An extensive in-service training program designed to support divisional implementation of K-3 Computer Awareness was held in late October, 1985. Similar sessions were held in January and March 1986 to support 4-6 Computer Awareness Implementation. Twenty-four school divisions participated in each session. An additional K-3 session and two 7-9 sessions are planned for the next budget year.

A series of three day-long regional implementation in-service sessions was conducted by selected pilot teachers and committee members in May 1985 for approximately 90 teachers of Computer Science 305. Prime purposes of these in-services were to aid teachers in the initial implementation of Computer Science 305 and to introduce those teachers to team programming concepts.

The 1984-85 Survey of Educational Computing in Manitoba was conducted in February, 1985. Results showed a doubling of microcomputer units and student enrolments in educational computing programs over the year previous.

Courseware suitable for use in K-6 Computer Awareness was developed during the summer of 1985 using a team of experienced teachers as instructional designers and STEP students as computer programmers. These materials were made available to interested educators in early 1986.

Approximately 250 professional development courses, workshops, and in-services were conducted. Over 2,400 teachers attended.

The Manitoba Distributed Network (MDN), involving the networking of microcomputers through a mainframe computer and telephone communications, was begun in over 100 Manitoba schools. Use of MDN expanded throughout the year.

The Manitoba InfoTech Resource Centre was opened officially on September 26, 1985 at 1970 Ness Avenue, Winnipeg. This centre houses the Educational Technology Program.

Social Studies

During 1985 and early 1986 the K-12 Social Studies Overview document was finalized and distributed to all schools.

New text resources ***Communities Around Our World*** for the Grade 4 program and ***Canada: Its Land and People*** for the Grade 5 program were made available through the Textbook Bureau as were teacher's guides which were developed for the texts at Grade 10 and 11 levels. Revisions to ***Canada Today*** (Grade 9 text) were undertaken through the publisher to update that resource and to make it more congruent with the curriculum guide.

The Grade 7 curriculum guide was finalized and distributed to schools in September, 1985. The Grade 8 curriculum guide was finalized. It will be distributed in September, 1986. The pilot Grade 12 World Issues 300/301 guide was developed into an interim guide and distributed to schools early in 1986.

The Senior Years Task Group began the process of revising/developing the Grade 12 courses Modern Civilization (History) and Human/Economic Geography. The Social Studies Working Party was replaced by the Social Studies Steering Committee with renewed terms of reference. Several Public Legal Education Activities booklets, a provincial election simulation, and a study guide on the Canadian Charter of Rights were distributed to schools teaching Grades 9 and 11.

A Resource Team composed of teachers and consultants was established early in 1985 to assist in the implementation of the revised Social Studies curricula. The Team is available on request.

The Materials Selection Committee has recently assessed new titles that have been published during 1984-85. A K-12 annotated listing will be forwarded to all schools in the spring.

Materials prepared by Statistics Canada were forwarded to all schools in January 1986 having a Grade 9 and Grade 11 Social Studies program. The information contains a classroom projects suggestion guide along with background material outlining the purpose of a census.

Vocational Industrial and Practical Arts Programs

Industrial Arts

Curriculum development of Senior High 101, 201, 301 Industrial Arts Drafting, Electricity/Electronics, Graphics, Metalwork, Power Mechanics and Woodwork continued throughout the year 1985 and spring 1986. About 425 teacher and school visitations were made. The major emphasis in these workshops were on program assistance and safety measures. Eight provincially sponsored technical workshops were held.

A slide-tape production on the use of creative problem solving as a vehicle for learning was developed for use in teacher in-services.

Vocational Industrial

Thirty-five secondary schools offer vocational industrial education in the province making it available to every region in the province.

Curriculum development in the areas of Welding, Building Construction and Machine Shop was completed in 1985. Electricity/Electronics remains in the process of development.

The growing trend to address high technology and its ramifications upon programs, facilities and articulation efforts was studied and will continue to be monitored for the provision of assistance and recommendations.

The guide ***Work Education***, was distributed to all superintendents, principals of schools using work education in their programs and coordinating teachers.

The Cooperative Vocational Education Programs were delivered in Winnipeg, Assiniboine South, St. Vital, St. Boniface, Seine River, Flin Flon and Western School Divisions. They continue to be coordinated by the department.

Occupational advisory committees worked on the development of a Child Care program in Cooperative Vocational Education in the St. James-Assiniboia School Division and of a Graphic Arts program in Cooperative Vocational Education in the Rhineland School Division.

A six-hour workshop on work education was given to the staff of South Winnipeg Vocational Education Centre. This workshop is set up in the form of individualized learning packages and can be used as part of an ICBL system.

Business Education

Throughout the year, there was a continued emphasis on the implementation of programs with a focus on new trends. Workshops were planned on a regional basis upon request from the field. In addition a series of office automation workshops were held in cooperation with the Educational Technology Program. These were designed to familiarize teachers and school administrators with new techniques and materials available for use in the business education area. As in past years, there was a strong demand for participation in the small schools workshops. Professional development activities were also undertaken in cooperation with the Manitoba Business Education Teachers' Association which included participation in the annual SAG conference and the Tenth Canadian Conference on Business Education held in Halifax. At this conference Manitoba won recognition for having the best provincial display.

This year the review of instructional materials focused on the basic business area which includes the subjects of General Business 101, Business Principles 201, Law 302, and Economics 301. In addition, a review of materials pertaining to the secretarial area which includes typewriting, shorthand and office procedures was begun. The section was also involved with the review and distribution of supplementary teaching material developed by Public Legal Education Activities, Manitoba Municipal Affairs and the Canadian Foundation for Economic Education.

There was an increased focus on Work Education as an integral part of the Vocational Business Education Program to assist students in the transition from school to their first job.

Liaison was maintained with the Public Schools Finance Board in reviewing plans for new construction and renovations as well as funding requests for furniture and equipment. Continued liaison and dialogue was maintained with the University of Manitoba and Red River Community College with regard to the revision and improvement of the Joint Business Teacher Education Program.

Home Economics

Home Economics continued to focus on the development and implementation of the program in Manitoba schools and the support and professional development of those involved in the program. The Home Economics 7-9 approved guide effective 1983, and the Joint Exploration Program 1984 (a supplement to home economics/industrial arts 7) continued to be implemented in 1985.

Work continued on the development of the Senior High Home Economics curriculum. Two 10-12 documents, Clothing, Housing and Design and Foods and Nutrition were piloted by six teachers beginning in September, 1985. The other document, Family Studies, is in the development stage. Numbering of home economics courses was examined in 1985.

The work of the Home Economics Materials Selection Committee was reflected by the extensive revisions to the approved and recommended textbook listing in the spring of 1985.

Home Economics provided support to the development of the South Asian Parenting curriculum committee.

A major effort was directed towards meeting the needs of home economics teachers through provincial, regional and divisional workshops. The provincial in-service, co-sponsored with the Manitoba Teacher's Society featured the theme, "Image and Profession." Regional in-services were held in The Pas, Dauphin, Brandon and Winnipeg on the following: curriculum directions, curriculum implementation, family studies update, social needs, language across the curriculum, native foods and culture, multiculturalism, clothing, housing, textile crafts, nutrition update, assertiveness training. During 1985/86, 44 workshops in Home Economics were given.

Home Economics continued to be part of the Vocational Team, on matters related to establishment grants, replacement grants, vocational directions, and facilities planning. Consultative services on facilities planning involved 20 sites in 1985.

Home Economics provided support for the inner city initiative in 1985, primarily in the area of the curriculum projects funded by the Compensatory Grant provided by Manitoba Education.

Special Education

In the area of special needs the continuing revision of the Occupational Entrance Course 04 program has progressed to the stage that in Language Arts, Science, Mathematics, and Social Studies (and with the exception of 304 Social Studies) piloting from Grades 7 to 12 has been undertaken and the guides are in process of development to the interim/implementation stage.

Initial steps were taken to update the Trainable Mentally Handicapped Guide, ***Towards Independence*** — the task to be completed in 1986.

Health

Health Education continued to focus on implementation of the basic six units of the program in Manitoba schools. In-services for school division administrators focused on planning for implementation prior to delivery of orientation workshops to the health education curriculum for school teachers. Manitoba Education continued to work with Manitoba Health and health agencies to promote indepth topic workshops for teachers in nutrition education, dental health, and first aid. During the reporting period a variety of in-services were provided to school administrators, teachers, parents, and health professionals.

Development of Teaching Aids and a resource listing as curriculum support materials were developed for three units of the curriculum. These materials function as a start-up collection or file of resources for health education. Work continues for the remaining three basic units.

Optional units of instruction in Family Life Education for the Health curriculum are being developed for consideration by Manitoba school divisions. A steering committee continued to meet to design in-service workshops about the material. Teacher training is being designed for teachers of the instructional units.

The Alcoholism Foundation of Manitoba worked to revise the interim optional unit of instruction Tuning In To Health Grades 2-6 to make it shorter and better reflect the Health Education curriculum. AFM is conducting a pilot of Grades 7-9 drug education materials prior to consideration of the unit in Manitoba schools for 1986.

Additional consultation to health agencies on development of resources to fit the health education curriculum continued as well as work at the school division level to help administrators and teachers plan long term implementation of this curriculum.

A provincial assessment of the health curriculum is tentatively scheduled for 1988.

Physical Education

Curriculum implementation continued during the year. Workshop topics included C.P.R., Student Leadership Development, Physical Fitness, Perceptual-Motor Programming, Daily Physical Activity, Evaluation, Playground, Development, Safety in the Playspace, Gymnastics, Promoting the Athletic Program Outdoor Pursuits, Games and Dance.

Major conferences, cooperatively sponsored, included: Provincial Physical Education Workshop on Assessment and Evaluation, held at the University of Manitoba in March, 1985 at which over 125 physical education specialists and administrators attended. The Health, Fitness and Wellness Conference, which was held in February, 1985, at the new University of Winnipeg Sports Complex at which approximately 200 teachers, physiotherapists, nurses, fitness leaders and others attended sessions on Adapted Programming, Motivation, Leadership and Technology. The Curriculum — Look Again! was the focus of the 1986 Provincial Physical Education Workshop, held at the Brandon Agricultural Centre. Ninety university students, physical education teachers and administrators attended.

Workshops on Student Leadership Development were held in Brandon, The Pas, Winnipeg and Cranberry Portage. The first Manitoba Intramural Recreation Association (MIRA) Conference was held in January, 1986, at Bernie Wolfe Community School.

Safety in the Playspace workshops, held in conjunction with the Manitoba Association of School Trustees and the Manitoba Physical Education Supervisors Association, continued to be popular and in demand.

A revised ***Physical Education Intramural Media*** (1985) guide and a new publication, ***Beyond the Classroom: A Guide to Outdoor Education*** (1985), were distributed to all schools in Manitoba.

The Senior Years Physical Education Ad Hoc Committee completed their mandate and have prepared a number of recommendations to improve the quality and quantity of physical education in Manitoba. A Provincial Assessment of physical education is tentatively scheduled for 1988.

Art

Workshop activity in 1985 and early 1986 centered around implementation of the K-9 art curriculum. Several divisional implementation teams have been established and two new divisional art consultant positions were created.

Overview sessions have been held in most divisions in the province and some divisions are into the second phase of implementation.

Curriculum development continued for the Senior High Art Curriculum, with a pilot guide expected for September, 1986. Work was also begun on supplementary resource material for the K-9 program.

Contact with a number of organizations concerned with art education at the school and community levels was made to establish ongoing liaison with them.

Heritage Languages

Manitoba Education continued its ongoing financial and consultative support of heritage language programs in the public school system.

As well, it provided material and consultative help, where possible, to supplementary heritage language programs on request.

German

Manitoba Education continued to implement the new curriculum for Grades 1-6. A special in-service training session was held on September 27 at St. Benedict's Educational Centre.

As in previous years, a STEP student was hired for the summer months to prepare supplementary materials. These materials have been made available to all schools.

In February 1986 the annual Elementary Poetry Contest took place for the seventh time, attracting 132 students.

Ten german teachers attended a language seminar in Rothenburg ob der Tauber, Germany. This four-week course was an arrangement between the Goethe-Institute and Manitoba Education. Approval for 13 scholarships for 1986 has been given.

English-German Bilingual
The English-German Bilingual Program is taught in Kindergarten to Grade 5 in two schools of the River East School Division and from Kindergarten to Grade 2 in South Oaks School of the Hanover School Division. Total enrolment is 511.

Curriculum development is going on and the materials have been prepared or selected from the commercial market up to Grade 5. At present work is being done on Social Studies for Grade 6.

Junior and Senior High German
The curriculum guides for these two levels have been completed and are being implemented in the schools.

All teachers of German have been given the opportunity to attend in-service training sessions where they were introduced to these outlines.

All students of junior and senior high schools had the opportunity to take part in the 11th Annual German Language Contest, which attracted close to 1,500 students. The prizes in this contest were four trips to Germany — two four-week and two eight-week trips, all expenses paid. The 12th Annual German Language Contest was held on February 22, 1986, at the University of Manitoba.

Twenty-five senior high students participated in the students exchange between Manitoba and the Federal Republic of Germany. At this time negotiations are underway for the 1986-87 exchange.

In October, 1985, a German Language Camp was organized by the German Chapter of the Manitoba Modern Language Association.

German in Hutterian Schools
For the second year a special day of in-service for beginning teachers was held in the New Rosedale Hutterite Colony. In November a two-day in-service training session was conducted for all teachers of German in Hutterian schools.

This year three Hutterite teachers of German participated in the language seminar in Rothenburg ob der Tauber, Germany.

The arrangement between Manitoba Education and West Germany whereby a teacher from West Germany is seconded to the branch continues. This year the teacher who occupied this position was replaced by the West German government. The position will continue for the next few years.

Hebrew

Hebrew is taught as a language of study in a number of private schools and in junior and senior high classes in public schools.

English-Hebrew Bilingual
Hebrew as a language of instruction is being used in two schools from Kindergarten to Grade 4. Teachers in these schools have the opportunity to attend workshops and in-service training sessions conducted by a part-time consultant. Qualified educators have been hired to develop the necessary materials. A curriculum committee has been set up to develop the needed curriculum and to select textbooks.

Icelandic

Icelandic is taught in one school from Grade 1 to 6 in the Evergreen School Division.

Polish

A Polish Curriculum Committee is working on the development of a curriculum outline for Grades 1 to 12. Polish is being taught in two schools.

Yiddish

Yiddish is taught in some of the Hebrew private schools.

Ukrainian

Ukrainian is taught as a subject from Grades 1 to 12 and is also a language of instruction in the English-

Ukrainian Bilingual Program. Of the fourteen school divisions teaching the language, seven offer bilingual instruction.

In 1985 the bilingual program was extended to the junior high level. Currently curricular materials developed for Social Studies, Home Economics and Ukrainian Language Arts are being piloted in Grade 7. Units for Grade 8 Ukrainian Language Arts and Social Studies are in preparation.

Five curriculum committees are involved in the revision of curriculum in both the basic and the bilingual programs.

An evaluation of the English-Ukrainian Bilingual Program was conducted in June 1985 and the final report is in preparation.

Two in-service sessions for teachers of Ukrainian took place in 1985. The fall session focused on the preliminary results of the 1985 Assessment of the English-Ukrainian Bilingual Program.

Italian

Italian is being taught in Winnipeg School Division from Grades 1 to 6 at John M. King and in Grades 10 to 12 at Daniel McIntyre Collegiate.

Latin

Latin is being taught in several private schools and in one public school at the junior high level.

Spanish

Spanish is being taught in one junior high school in Winnipeg School Division and in one senior high school in Dauphin. For the first time this September, Spanish is being taught at Collège Beliveau, St. Boniface School Division, as a third language option to Grades 10 to 12 French Immersion students.

Portuguese

The Portuguese program is being taught in nine schools in Winnipeg School Division (five elementary, two junior high and two senior high schools).

Portuguese teachers attended three in-service sessions throughout the year.

During the summer months, a STEP student prepared senior high communicative and reading materials as well as a grammar review booklet.

The curriculum committee focused on the senior high portion of the curriculum outline and began the annotation of recommended texts.

Pilipino

The Pilipino program expanded into senior high with Pilipino 100 being taught in one high school in Winnipeg School Division. Canadian-based teaching materials were produced for junior and senior high.

The curriculum committee worked on the preparation of the senior high curriculum and continued the search for commercially prepared materials.

Chinese

The Chinese (Mandarin) program concluded its first year and began its second in two elementary schools in Winnipeg School Division.

The curriculum committee worked on revisions to the draft curriculum and identified vocabulary and activities for Level I language students. It also met three times with the Advisory Committee.

During the summer, a SETP student prepared curriculum support materials and tapes.

English as a Second Language (ESL)

ESL activities focused on providing assistance to school divisions in implementing immigrant student support with special attention to assessment, placement and instruction. In 1985, 31 school divisions received special financial support for 1,250 students who required help with basic English.

Major issues facing schools on which discussion for action are currently underway are:

1. Literacy programming for 12-18-year-old immigrant students with very limited previous school experience;
2. Courses and credits for ESL students who are unable to achieve high school graduation because they cannot meet core requirements in English and Social Studies.

Manitoba Education continued its support for the annual TESL Conference which had a registration of 400 persons in 1985 and 1986.

Multicultural Education

Manitoba Education continued to stress multiculturalism as being integral to the whole curriculum. Support and liaison with school boards, teachers and community groups wishing to implement multicultural programs and activities was given. Workshops were held in several different school divisions including Seven Oaks, Winnipeg, and Fort Garry.

Multicultural Week celebrated its second anniversary in 1985 during the week of April 21 to 27th. A poster was developed and a resource book of multicultural activities was sent to each school bringing together ideas and materials from a variety of sources.

Work on the Manitoba Multicultural Anthology Series continued. The anthology project is sponsored by Manitoba Education; Manitoba Culture, Heritage and Recreation; and the Secretary of State, Multiculturalism Directorate. The anthology series highlights

Manitoba's writers and will be available for distribution in May of 1986.

A project to develop a series of ethnocultural profiles of Manitoba was initiated. Each profile will highlight a particular ethnic community.

The department and representatives from the educational organizations planned a conference entitled "Facing the Multicultural Reality: Tools for Educators" which was held on March 6 and 7, 1986.

Manitoba Education participated in the MAPAL regional conference held from October 4-6, 1985, in Thompson, Manitoba. Workshops were offered on a variety of issues.

Manitoba Education's Inner City Education Initiatives included the activities of the multicultural consultant in problems related to immigrant groups, cultural, linguistic and racial diversity.

Materials Selection Process

The process of identification, piloting and approval of material has basically been completed for the current round of curriculum revisions. Activity in the area of material selection during the last year has centred on ongoing review of recently published materials in Language Arts, Social Studies, Mathematics and Business Education.

The process of identification, piloting and approval of material has been completed for recent curriculum revision in all core subject areas. Identification of recently published materials continues on a three year cycle. This year's review will focus on recently published materials in K-12 mathematics and K-12 science.

Women's Studies/Bias and Prejudice

Specific teacher in-service programs were developed and delivered to assist them in encouraging young women to maintain Science and Mathematics studies throughout high school. The annual Careers Symposium emphasized career opportunities for women and visible minorities. ***Confronting the Stereotypes***, Volumes I and II, were distributed to schools and formed the basis for a number of teacher in-service sessions on discrimination, bias and stereotyping.

Guidance and Counseling

Approximately 65 workshops and seminars on the role of educators with respect to child abuse were given. These were attended by approximately 2,000 teachers and administrators.

A model policy statement for adoption by school divisions was forwarded to school division chairpersons. It recommended procedures to be used at the school and divisional levels with respect to identifying and reporting child abuse.

A series of fourteen one-day in-service sessions on "Child Sexual Abuse Prevention and the Classroom Teacher" was held throughout the province. Approximately 600 educators attended.

Manitoba Education also began offering a training course for school division resource people in the area of child sexual abuse prevention. Resources were identified, evaluated and recommended to school divisions. A number of school divisions availed themselves of the department's dubbing service of the ***Feeling Yes, Feeling No*** films produced by the National Film Board of Canada. These films are available to all school divisions in the province — with accompanying classroom support materials — for a nominal cost.

Manitoba Education undertook a cooperative project with the Home and School/Parent-Teacher Federation of Manitoba on the topic of the education of parents and community members on the issue of child abuse. A kit of materials has been prepared and a training seminar for project coordinators was held in November.

The Branch continued to be represented on the Executive Committees of the Manitoba School Counsellors' Association and the Manitoba Chapter of the Canadian Guidance and Counselling Association.

In order to promote the policy of equal opportunities for both female and male students within the school system two new products were developed:

1. A drama based support document entitled ***Big Boys Don't Cry*** deals with combating sexual stereotyping and is intended to be used with Grades 4-6 students.
2. A series of four posters encourages young women to plan for their future. Captions for the posters include: "Cinderella had a Fairy Godmother and a Prince Charming to transform her life. You'll probably have to do it yourself," "Science and Mathematics...A base for the future."

Careers Symposium 1985 held in February constituted the largest career event in Canada, 110 booths, 40 speakers, 21,000 students (Grades 9 through 12) and approximately 8,000 adults. For the first time a Careers Symposium was held in Brandon serving students and the general public residing in Western Manitoba.

A series of workshops were held throughout the province utilizing three new video programs produced by Manitoba Education entitled ***The Changing World of Work***, ***Investigating the World of Work***, and ***Planning Your Post-Secondary Education***.

Workshops were held familiarizing school counsellors with the various micro-computer based career investigation systems including ***CHOICES***, ***Career Factory*** and ***P.C. Directions***.

Manitoba Education has continued its participation in Project Prevention, Safe Grad, the University of Manitoba/Alcoholism Foundation of Manitoba Summer School, Manitoba School Counsellors' Association, International Youth Year and Katimavik.

In addition, workshops were held on a wide variety of guidance related topics including Student Stress, Gorilla Tactics in the Job Market, and National and International Opportunities for Youth.

Assessment

The Final Report of the 1983 Art/Music Assessment was distributed to schools. An informational circular was prepared and distributed to teachers, administrators and other educators.

A Kindergarten Assessment was conducted in 1985. Conclusions and recommendations for this assessment will assist Manitoba Education, school divisions and teachers in both implementing and supporting kindergarten programs throughout the province.

A Reading Assessment was conducted in the spring of 1985 at the Grades 3, 6, 9, and 12 levels. This assessment differed from the 1980 Reading Assessment in that it included an assessment of listening and speaking objectives of the Grades 6 Language Arts program. Preliminary reports on the assessment have been prepared and distributed to schools.

The second assessment of Science for grade levels 3, 6, and 9 was conducted in the spring of 1986.

Work is proceeding on the second Mathematics Assessment at the grade levels 3, 6, 9, and 12. This assessment will be conducted in the spring of 1987.

The Assessment Section continued the project to provide assessment materials for use by teachers of Social Studies in Grades 5 to 8. Units I and II in Grades 5 and 6 and Unit I in Grades 7 and 8 were distributed and they have been favourably received in the field.

Subsequent units have been reviewed by the four grade level technical advisory committees and Social Studies consultants, pilot testing is taking place and, after further review, these materials will be distributed.

The Assessment Section conducted committee meetings and scheduled meetings of teachers held in conjunction with specific assessment projects. In addition the assessment consultants conducted a number of presentations, in-services, and workshops at the request of local educators. These included topics on test construction and analysis and on evaluation.

School Library Services

The position of School Library Consultant moved to the Curriculum Development and Implementation Branch in September 1985. A major focus continued to be the work of the School Library Media Program Curriculum. This committee has revised the school library section of the Administrative Handbook, prepared guidelines for the physical facilities for school libraries, and began the preparation of a model selection policy for learning resources. Other endeavours included the publication of a Library Media Personnel Directory, the provision of leadership in the area of school library automation, on-site consultations and in-services.

Curriculum Support Materials

During 1985, Media Productions successfully completed three programs for the Canadian Literature project developed by the Council of Education Ministers, produced a video tape, ***What Every Girl Should Know About Math and Science***, which won the top award at the Association for Media and Technology in Education of Canada national festival, acted as producers for three films that are currently being made for the Parks Branch of the Department of Natural Resources, provided financial support and consultation for the Children's Museum, provided financial support for a privately produced film on Teenage Illiteracy, and provided financial support, the staff and equipment for Manitoba Education Television. They also provided funding, consultation, and financial support for Native Education audio visual productions.

In September, 1985, Media Productions was assigned to the Curriculum Development and Implementation Branch to prepare and produce curriculum support materials for the existing and revised curricula. Projects for support materials for the curricula were reviewed and undertaken.

Early Childhood

A revision to the Early Years Source Book, ***A Time For Learning, A Time For Joy***, was undertaken in conjunction with the Early Years Program Review Committee. The revision is complete and the book will be distributed in late summer 1986.

Implementation plans involve workshops offered to divisions in 1986 and 1987. The workshops will provide an overview of both the source book and the Kindergarten Assessment. Divisions will be encouraged to plan future Early Years Professional Development Programs based on this information and on local divisional needs.

A team of twenty Early Years teachers is being formed to assist school divisions and teachers in their efforts to implement the Revised Early Years Source Book.

A summer workshop for Early Childhood teachers was held in August at Glenlawn Collegiate in Winnipeg. The session was attended by twenty-four teachers.

Other workshops for teachers and parents have been held in various communities in the province. Topics have included Early Language Development, What Parents Can Do To Help, Setting Up Early Years Classrooms, Orientation to Kindergarten, Learning Centres, Evaluation, Language Across the Curriculum, Thinking Skills, Writing in the Early Years, Reading in the Kindergarten.

Publications

The following documents, in either pilot, interim or final form, were published and distributed between January 1, 1985 and March 31, 1986.

Final Editions
German 100, 200, 300
Social Studies Grade 7
Social Studies Grade 8
Mathematics 204, 201, 200
Building Construction 103, 203, 303
Machine Shop 103, 203, 303
Welding 103, 203, 303

Interim Editions
OEC Mathematics 7-9
OEC Language Arts 7-9
Biology 200, 300
Biology 201, 301
Social Studies Grade 12
Computer Science 305
Mathematics 304, 301, 300

Pilot Editions
Home Economics — Foods and Nutrition
— Clothing, Housing and Design
— Child Development
Industrial Arts

Curriculum Support Materials
Confronting the Stereotypes Vol. I (K-4)
Confronting the Stereotypes Vol. II (5-8)
Health: Teaching Aids
Annotated Anthologies
Early Years: A Time For Learning, A Time For Joy

Miscellaneous
Early Years Posters: German
Students Ask: Mathematics — Who Needs It?
Teachers Ask: Mathematics — Who Needs It?
Parents Ask: Mathematics — Who Needs It?
Mathematics: Who Needs It? What Can We Do About It?
Mathematics: A Key to the Future (Poster)

Correspondence Branch

Objectives

The mandate of the Correspondence Branch is as follows:

1. To provide an opportunity for Manitoba citizens to obtain a formal education to the end of the third year (Grade 12) of the High School program regardless of their geographical, economic, social and health situations.
2. To assist schools in the offering of school subjects to meet the needs of their students.
3. To provide an opportunity for adults to obtain adult basic education training, specific skill training and general interest subject study.
4. To provide, through Manitoba Educational Television, educational broadcasts to meet the needs of learners in Manitoba.
5. To provide through the General Education Development (GED) program an opportunity for Manitobans to obtain High School Equivalency.

Organization

The Correspondence Branch staff numbers 23 on-site employees and 50 fee-for-service employees. The Branch has three major components: Program Development, Program Instruction and Program Delivery. The Program Development area consists of five program supervisors, an editor, and two secretaries as well as 15 fee-for-service course writers. The Program Instruction area consists of a coordinator, a counsellor, one on-site instructor as well as 35 fee-for-service instructors, mostly full-time teachers employed in the public school system. The Program Delivery area consists of five registrars, a receptionist-cashier, a switchboard operator, a stock clerk, an accounts clerk, a General Educational Development clerk and a secretary. The administrative component consists of a director and an assistant director.

As of November, 1985, the Manitoba Educational TV Project came under the directorship of the Correspondence Branch. A coordinator, a technician, two producers and a secretary comprise the staff for METV.

Activities

Course Development

The Branch is committed to providing quality courses based upon the current provincial curricula where available. In light of the heavy enrolment of high school students with the Branch, the major thrust of the Branch will be the development of high school courses.

Increasing Use of Educational Technology

To adequately meet the needs of growing numbers of registrants, the Branch is exploring the increased use of educational technology such as audio cassettes, optical scanning, teletutoring, computer managed instruction, VCR cassettes and television broadcast. This past year the Branch offered the Computer Awareness 105 Telecourse which has served large numbers of students. Career Preparation and Home Economics Telecourses are currently under development in collaboration with Manitoba Educational Television, Curriculum Branch and the field.

Field Visitations

During the past year the Branch has presented information/feedback meetings with superintendents and principals from over 40 client school divisions. To maintain and enhance the quality of correspondence instruction, meetings with counselors and correspondence contact people are planned for next year.

General Educational Development (GED) Testing Program

The GED Tests, through a series of five comprehensive examinations in the areas of Writing Skills, Social Studies, Science, Reading Skills and Mathematics, provide an opportunity for adults who have not graduated from high school to earn a high school equivalency diploma. Test are available to all adult residents of Manitoba who do not have a complete high school standing.

The clientele consists basically of equal numbers of females and males, ranging in age from 19 to over 60, with approximately 70 percent age 21 to 40. Previous education varies from below Grade 6 to partial Grade 12 — 80 percent with Grade 9 to Grade 11. Approximately 60 percent of clientele are from the Winnipeg area, 10 percent from Brandon and the other 30 percent equally distributed throughout the province.

Tests are scheduled four times a year — in March, June, September and December. Special sittings are arranged in emergency situations. Test versions are available in English, French, Spanish, audio cassette and large print or braille.

The Cambridge Series of study books for Writing Skills, Science, Reading Skills and Mathematics, a Canadian Edition GED Social Studies book and the official GED practice test were available from the Correspondence Branch. Noncredit courses to assist students in study for the GED Tests in Mathematics and Social Studies were also offered.

In 1985-86, clientele purchased the following GED study material:

Official GED Practice Test	172
Writing Skills Book	159
Social Studies Book	325
Science Book	160
Reading Skills Book	159
Mathematics Book	180

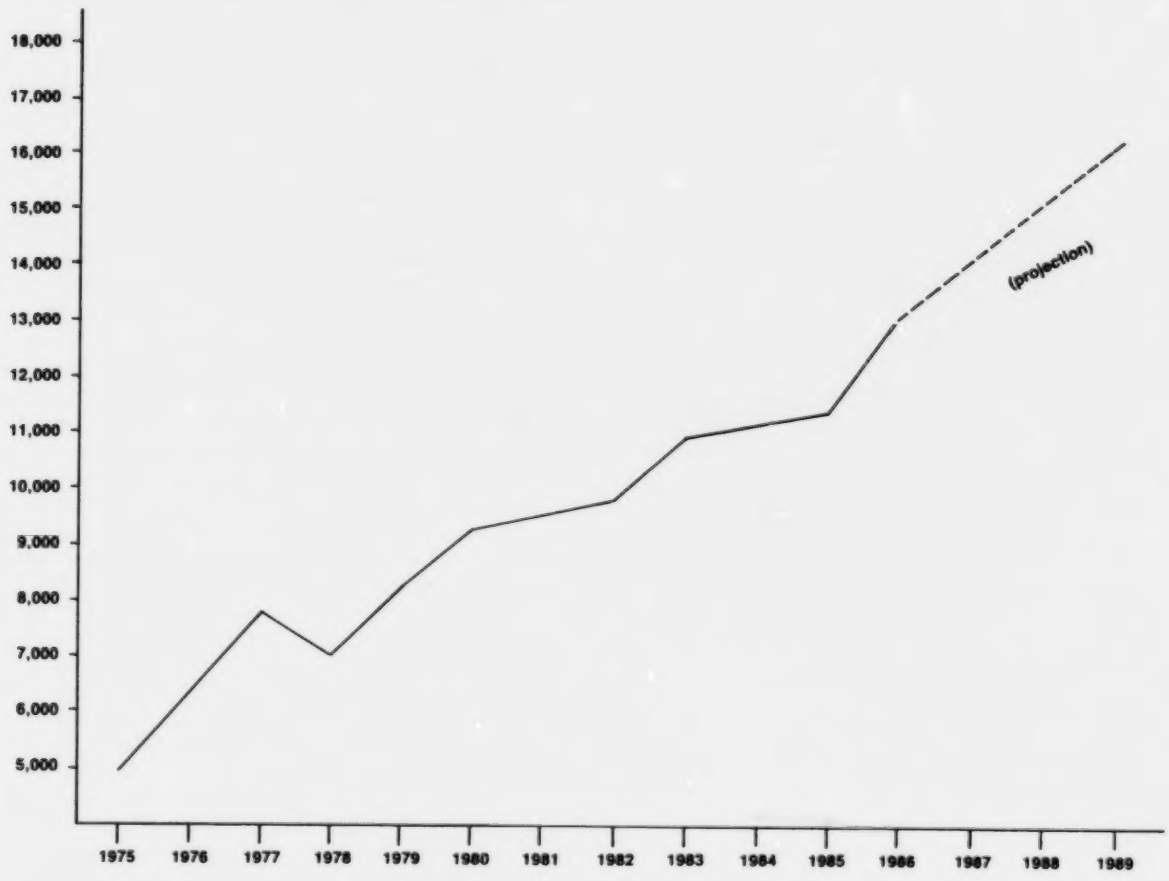
GED video tapes are available on a loan basis to institutions who offer GED preparatory courses.

Statistics

Since its inception, in 1927, student registration at the Correspondence Branch has steadily increased (see Figure 1). For the year 1985/86 over 9,000 students (Grades 1 to 12 and adult) registered in 150 different courses. Course registrations numbered over 13,000. Approximately 3,300 students were home study or part-time students registered exclusively with the Branch. Course registrations increased by more than 27 percent over the previous three years and indications are that they may increase 10 to 12 percent over this next year. Manitoba Educational Television aired educational programming 5 hours per week to approximately 3,000 viewers per day. Registration for credit telecourses has risen to over 400. During the past year over 1,500 Manitobans were granted High School Equivalency through the GED program.

Figure 1

Correspondence Course Registrations



Instructional Resources Branch

Since its inception in 1976, the Instructional Media Services Branch has provided an array of support services to schools, including special materials, media productions, library resources and consultation.

As a result of a reorganization in June, 1985, which was designed to improve the delivery of departmental library/media services, the Instructional Media Branch was disbanded. Media productions and the school library services consultant position were transferred to the Curriculum Development and Implementation Branch. Special Materials Services was transferred to the Child Care and Development Branch earlier in the year.

The newly reorganized library/media branch became the Instructional Resources Branch, composed of three main units: Collection Development Services, the Multicultural Library Services, and the Manitoba Education Library. The latter section is composed of circulation and reference services, technical services and audio visual resources and services.

The Instructional Resources Branch provides leadership and the provision of services as a support to schools in program delivery.

Objectives

1. To provide teachers in K-12 and in educational programs of a cultural nature, school administrators, teachers-in-training, and other professional personnel with library support services in order to improve the teaching/learning process.
2. To acquire and promote educational materials which reflect the multicultural nature of Canadian society as well as to provide services and programs which will facilitate and enhance an awareness of multicultural education.
3. To facilitate the selection, acquisition, cataloguing and use of learning resources, with an emphasis on Canadian content, which support, develop and enrich the Manitoba K-12 curriculum and for educational programs of a cultural nature.
4. To provide liaison, leadership and consultative support in the development of library services in the province.
5. To provide Manitoba Education staff in the Program Development and Support Services Division with departmental library services designed to facilitate and support their work.
6. To provide the general public of Manitoba with education-related library services as may be required.

Activities

Several major projects were initiated during the 15 months under review:

1. Many enhancements were made to the Main Floor of the Robert Fletcher Building, including a physical reorganization of materials, relocation of staff as well as new shelving and furniture.
2. The automation of the Branch began in January 1985, after many years of planning and assessment of systems. The Easy Data Library System was installed which automated acquisitions, cataloguing and information retrieval. The purpose of the automation project is to improve the quality and quantity of services from the Branch. For example, a library staff member, sitting at a terminal, may search by author, title, series, subject, keyword, or other search parameters, the entire database of 65,000 items in a matter of seconds. The search results appearing on the computer screen are relayed verbally or by print-outs to the patron.
3. A demonstration project is currently underway with the St. Vital School Division which will see the automation of three school libraries. The Instructional Resources Branch will be testing dial-in access in which a patron at a terminal in a school will be able to search directly the Manitoba Educational database of instructional resources.
4. A review of many position descriptions and classifications was undertaken with the result that many staff members were reclassified upward to better reflect their enhanced work responsibilities.

Collection Development Services

1. This section is responsible for the overall development of the Instructional Resources Branch's collection of print and audio visual resources, including their selection and acquisition.
2. A total of 241 films, 115 video programs and 173 kits were previewed by teachers and consultants under a system supervised by the Coordinator of Collection Development Services. This system involves, as much as possible, an analysis of materials according to the format established by the Educational Products Information Exchange.
3. A total of 196 films, 117 video programs and 57 kits were purchased for circulation through the Manitoba Education Library.
4. The Coordinator of Collection Development Services, with the assistance of a student employed under the STEP program, conducted a review of older films in the Manitoba Education Library collection, to identify those with sexist, prejudicial or out-of-date content.
5. The Coordinator of Collection Development Services presented 21 workshops and teacher in-service sessions, 12 of which were related to the development of critical thinking skills; six of which were related to computer-assisted instruction; and three related to curriculum implementation.
6. The publication ***WHAT'S NEW*** was again used to announce new acquisitions. This publication was distributed free of charge to each teacher in the province.
7. The Coordinator of Collection Development Services participated, as one of Manitoba Education's representatives, in the development of a print materials and computer software package for the teaching of high school economics. Manitoba Education was a participant in this consortium project.

Multicultural Library Services

1. *Official Opening*
   The Multiculture Educational Resource Centre (MERC) celebrated its official opening on Saturday, April 20, 1985. Members of Manitoba's ethnocultural communities were invited to attend this event and the Honourable Maureen Hemphill, Minister of Education, made the opening remarks.

2. *MERC Liaison*
In order to ensure continuous input from Manitoba's ethnocultural communities, two formal committees have been established. The Advisory Committee to the Minister on the Multiculture Educational Resource Centre, consists of appointed representatives and has been meeting on a monthly basis to advise on the operation and programming of the Centre. The Community Liaison Council consists of members of the ethnocultural communities and acts as a liaison between MERC and the community at large.

   For purposes of sharing information and coordination services, MERC has met with a number of related organizations. Areas of potential cooperation, especially regarding programing and resource sharing have been discussed.

3. *Staff*
Three full-time staff members ensure that effective and efficient services are provided to educators within the public school system and in the ethnocultural communities.

4. *Cultural Exhibits Program*
Cultural materials from a number of ethnocultural organizations have been displayed in cabinets located in MERC. A number of different groups have utilized these display cases and have displayed materials such as books, traditional costumes, artifacts and materials that reflect their culture. This is an ongoing program and displays change periodically.

5. *Collection Development*
Two areas of MERC's collection have recently experienced rapid growth. Materials related to strategies for combating racism, stereotyping and discrimination and information pertaining to bias in learning materials have been actively collected, as the demand for such materials that can be used by teachers in the classroom is growing.

   MERC is also focusing on the development of its heritage language collection. The primary aim of this section is to provide materials which will support the instruction of heritage languages in both the public school system and in the community-based supplementary schools.

6. *Workshop/Presentations*
MERC provides workshops which are designed to introduce educators to the types of materials and resources that are available in the multicultural education field. Sessions have been done for school library personnel; teachers involved in Heritage Language programs; and for conference participants.

7. *Bibliographies*
A variety of subject bibliographies have been produced by MERC. These publications have been useful for teachers interested in the availability of materials related to multicultural education and for those involved in developing their own collections. Some of the lists presently available include: ***Folktales From Around the World***; ***Early Childhood Multicultural Education***; ***Bilingual Materials for Children*** and a number of bibliographies listing the Heritage Language materials available through MERC.

8. *Guidelines for Multicultural Library Services in Schools*
A committee has been recently formed to review the school library's role in multicultural education and to develop guidelines for multicultural library services in schools. Issues that are being addressed include: library policy, training, evaluation and bias in learning materials and collections.

9. *Multicultural Book Fair*
A Book Fair featuring multicultural and multilingual materials is being planned for April, 1987. The primary goals of this project include: encouraging the use of multicultural materials; making these materials more accessible; and giving people an opportunity to see the range of materials that are available in this field.

Manitoba Education Library

Circulation and Reference Services

1. 28,341 requests for assistance by phone, mail and in-person for educational reference and information services were handled by Library staff.
2. 95,535 books, kits, records and videorecordings were loaned to or used by educators throughout the province.
3. Two bibliographies were produced: ***Louis Riel*** and ***Child Abuse***.
4. The Library's Dubbing Services has 980 video programs available for duplication and 10,397 programs were dubbed for educators in the province.
5. 267 items were loaned to the general public through inter-library loan.
6. 17,390 items were loaned in travelling libraries to small schools (three classrooms or less) in the province.
7. 970 journal titles are available for in-house use for educational research.
8. With Educational Television and the 1985 ***Catalogue of Videorecordings***, the area of videorecordings, with respect to loan, dubbing, and reference has increased dramatically in 1985/86.
9. The Library was rearranged physically in the summer of 1985. Periodicals were moved to

mobile shelving leaving more room for the rest of the collection to expand. There are now previewing rooms for computer software and video and film resources. The Meeting Room was renovated and new furniture purchased.

10. With automation, Library staff now use the inquiry system to check for items in the collection rather than the card catalogue.
11. Graphic artist services were provided to the schools section of Manitoba Education.

Audio Visual Resources and Services

1. The present film/videorecording booking collection consists of 4,431 titles with a total of 11,932 prints/copies. There were 8,394 clients listed as active borrowers. The number of films/videorecordings booked per month averaged 6,800 which resulted in 100,811 bookings from January 1985 to March 1986.
2. The number of requests for individual films/videorecordings totaled 109,440. The rate for filling requests was 92 percent.
3. Film bookings to the general public (via Inter-library loan from Winnipeg Centennial Library and Public Library Services, Culture, Heritage and Recreation) included 68 items.
4. In the 1985/86 school year, the staff shipped 64,573 orders (96,449 films/videorecordings).
5. Requests received on the local and toll-free telephone lines totaled 14,719. Mail requests totaled 2,011.
6. 304 in-depth reference questions (by phone, mail and in-person) were handled.
7. Catalogues produced included:
   Catalogue of Videorecordings 1985.
   Catalogue of Bookable 16mm films and videorecordings 1986 supplement.

   Bibliographies produced included:
   Computer Studies (K-12). Revised edition October 1985
   Multicultural Filmography. September 1985
   Alcoholism and Drug Abuse. September 1985
   Pupil Transportation and Safety. February 1986
   World Issues 300. March 1986
   Friendship, Values & Self-concept. October 1985.
8. From May to August 1985 a STEP student assisted in the cataloguing of German film titles, thus completing the first part of the preparation of a German Film Catalogue.

Technical Services

1. Technical Services is responsible for organizing and providing descriptive information for the various types of educational resources within the Instructional Resources Branch and Special Materials Services.
2. Approximately 6,800 items, consisting of books, videorecordings, films, microcomputer software programs, games, kits, audiorecordings, jackdaws, posters and models, were catalogued and processed. Approximately 700 titles of talking books, braille and large print materials were catalogued for Special Material Services.
3. The bulk of activity during the year centered around the newly acquired integrated library automation system. The Section participated in the design, development and implementation of the system. Approximately 3,700 film records on an UTLAS tape were successfully transferred to the new system. But the major undertaking of the Section, with the assistance of three STEP students and one temporary clerk, involved the transfer of approximately 60,000 cataloguing records from paper cards to machine-readable format in unedited form.
4. The Section continued to assume responsibility for cataloguing all materials, including those in English as well as Manitoba's heritage languages, housed within the Multiculture Educational Resources Centre.
5. Technical Services was responsible for providing cataloguing information for videotapes and supervising data-entry, using the in-house micro library system. Thus, cataloguing information was made available to: users to accompany dubbed copies of videotapes, users and staff in the form of bibliographies and printed catalogues, and staff in the form of on-line information.
6. Cataloguing-in-publication was also prepared for books published by Manitoba Education.
7. Technical Services provided comprehensive cataloguing information on newly acquired videotapes and kits from the Library's informational publication, entitled ***What's New***, which is sent to all teachers in the province.
8. Reference assistance, with respect to cataloguing problems, was provided by phone and in-person to librarians and teacher-librarians.
9. Technical Services contributed bibliographic information to the National Library of Canada's Canadian Union Catalogue of Library Materials for the Handicapped (CANUC: H) and the Registry of Works in Progress (CANWIP). These two files provide information on what special format materials are already available, or are currently being produced or purchased in Canada for handicapped persons.

The Manitoba Text Book Bureau

For the year ended March 31, 1986, the Manitoba Text Book Bureau processed orders from schools, school divisions and other designated customers totalling $6,456,975. This is an increase of $251,139 over the previous year.

With the opening in October of the InfoTech Centre at 1970 Ness Avenue, the Bureau transferred to the Educational Technology Program 302 various stock items. These items all pertain to the teaching of computer courses, and were transferred to improve their accessibility to teachers visiting the Centre to purchase them with funds from their Instructional Materials grant. These materials are still part of the inventory of the Bureau.

Native Education Branch

Most native children attending Manitoba schools have cultural and linguistic backgrounds which differ from the predominantly non-native school population.

Objectives

The Native Education Branch's objectives are to meet the educational needs of native children, and to assist non-native students in learning about native people and native cultures. The Branch works with teachers, community groups, native organizations, and other government departments to provide support services.

Each of the Native Education Branch program areas discussed below provided services pertaining to:

1. Identification and development of resource materials;
2. Adaption of programs and curricula in response to specific needs;
3. Teacher in-service for implementation of existing and new curricula and support materials.

Activities

English Language Development

English Language Development activities focused on assisting school divisions to plan and implement programs funded under the Language Development Support Program for Native Students. The Branch also reviewed and recommended native literature titles for inclusion in the list of novels suggested for K-12 Language Arts. Native Education Branch continued to play a key role in producing ***NETWORKS***, a journal published by Teaching English as a Second Language Canada Interest Group on Language Development in Native Education.

Native Languages

The on-going development of native language curricula for Cree, Saulteaux/Ojibway, and Island Lake dialects continued, with emphasis on preparation of a Kindergarten level program and classroom materials. The Branch assisted native language teachers with program implementation by offering regional workshops in Thompson and Dauphin to demonstrate curriculum adaptation and teaching strategies.

Native Education Branch assumed full responsibility for the native language high school credit program, previously administered by Teacher Certification and Records. It also completed revision of the fluency tests and the list of resource people identified as testers.

Native Studies

The Branch continued development of the senior high level study units, "The Metis in Canada" and "Native Government." It also cooperated with the Riel Centennial Group to prepare a package of support materials for classroom use.

A new Native Studies Advisory Committee, made up of teachers and elders, was organized to review and make recommendations on native studies curricula and resources.

Support Materials Development

In conjunction with the Curriculum Development and Implementation Branch, the Branch continued development of support materials. 1985 productions included five videotape programs: ***History of the Metis***; ***Native Artists in Manitoba: The Performers (Kathy St. Germain)***; ***Native Artists in Manitoba: The Painter (Jackson Beardy)***; ***Native Women at Work (Part 2)***; and ***Parent As The Child's First Teacher***; a joint project undertaken in cooperation with Winnipeg School Division No. 1 and the Core Area Initiative. As well, the Branch supplied support and technical expertise for the filmstrip production ***Reflections of Native Images*** produced by Frontier School Division No. 48.

Native Awareness

The Native Awareness Program, which focuses on traditional/historical as well as contemporary native society, is designed to sensitize teachers and school administrators to the needs of native students and to assist them in adapting programs and classroom strategies to meet those needs. In-services and workshops have emphasized native and non-native value systems, traditional native teaching methods, and the needs of students entering and living in a new cultural environment. The display kits have been enhanced with additional material on loan from the Manitoba Museum of Man and Nature. The program continued to be in constant demand throughout Manitoba schools.

Early Childhood

The Early Childhood program provided support to teachers in adapting and implementing curricula for native children. This program was also directed towards promoting parental awareness/involvement and local community endeavours in the development of pre-school programs based on headstart precepts. In an effort to concentrate on Early Childhood education for urban native students, the Branch assigned one staff member to the newly formed Inner City Education Branch.

Career Guidance

The Career Guidance program focused on the development of counseling support materials, including a teachers' guide to accompany the poster series, ***Plan Now For Your Future***, which was distributed to all Manitoba junior and senior high schools. Preparation of a counseling handbook, ***Bridges to Understand*** was begun.

Other Activities

The Branch's other activities include working with teachers and community residents to develop programs and resource materials to meet the specific needs of schools within their respective communities. The Branch continued to maintain a positive on-going liaison with the various native organizations including the Manitoba Indian Education Association, and the education personnel from the Department of Indian Affairs.

The Sixth Annual Native Educators' Conference, which the Branch organized jointly with the Manitoba Indian Education Association, was hosted in 1985 by Technical Vocational High School. Over 400 teachers and community participants from around the province participated in the one-day session, which featured keynote speaker, John Snow.

Child Care and Development Branch

Child Care and Development Branch is responsible for providing the child who has special needs with an equal opportunity to develop his/her abilities and feelings of self-worth through the cooperative and collaborative involvement of all persons in the child's community. Thus the branch has a leading role in providing supports to the child, to the parents, and to school divisions, assisting division personnel in developing appropriate education programing for children with special needs.

The general objectives of the branch are:

1. To ensure that each child with special needs receives a meaningful and appropriate education commensurate with his/her needs and abilities;
2. To promote the recognition that parents are equal partners in the education of their child and that their involvement is particularly crucial where the child has special needs;
3. To support school divisions/districts and other community-based organizations, groups and agencies in developing and utilizing local resources to the maximum extent possible;
4. To provide leadership in the development and expansion of early preventative and compensatory programs with a particular emphasis on disadvantaged and "at risk" children;
5. To promote a high degree of interdepartmental and inter-agency coordination and cooperation in bringing services to the "whole" child and his/her family; and
6. To take a leading role in stimulating new approaches to the resolution of special needs problems of children through consultation, dialogue and community involvement.

Centrally based services of Child Care and Development Branch provide support and services to all school divisions/districts in the province, and include:

1. Consultative services in special education.
2. Early identification and education funding program.
3. Services for the visually impaired and the multisensory handicapped.
4. Vision screening program.
5. Services for the hearing impaired.
6. Diagnostic Support Centre.
7. Special Materials Services.

Regionally based inter-disciplinary teams consisting of speech/language clinicians, psychologists, reading clinicians and consultants of the hearing impaired and visually impaired operate in the Interlake, South East, South Central, Parklands and Northern regions of the Province, providing support to the specific school divisions/districts within these regions.

Centrally Based Services

Consultative Services in Special Education

In cooperation with regional coordinators and field staff, seven special education consultants provided consultative services to school divisions in the following areas: the resource teacher program, special class programs, programs for adolescent slow

learners, integrated programs for handicapped students including the provision of special equipment for hearing impaired, visually impaired and orthopedically handicapped students, severely multi-handicapped students, programs for autistic and emotionally disturbed students, consultative service in special education to français and French Immersion schools, and in early childhood education.

Early Identification and Education Programing

In a major pilot study released in 1984, Manitoba Education encouraged the exploration of a comprehensive early identification and programing process which did not label children, but led to more appropriate interventions.

By the fall of 1985, 46 school divisions responded to the ministerial announcement of the $250,000 grant available for the implementation of educational programing for young children with special needs. The Department continues to provide early childhood and special education services by consultants from Child Care and Development, Curriculum Development and Implementation, Native Education and the Bureau de l'éducation français. Their primary goal is to facilitate the observational and diagnostic teaching skills of all divisional personnel involved in programing for children with special needs. The consultants encourage the participation of classroom teachers and parents in the early identification and programing process. This participation was described in the guidelines prepared by the Department which were distributed to all school divisions and districts in Manitoba.

Services for the Visually Impaired and the Multi-sensory Handicapped

The branch provided direct instruction and/or consultative services for blind and visually impaired students through the employment of seven consultants for the visually impaired. The services included the provision of special equipment, braille materials, large print books and audio tapes. The branch continued to support community based programs for multi-sensory handicapped students. A close liaison with the Canadian National Institute for the Blind to enhance and complement the services for visually impaired students in the province is continuing.

Vision Screening Program

The branch continued to support the vision screening program in all school divisions in Manitoba. At this time all school divisions with the exception of Winnipeg School Division No. 1 are equipped to screen students in Kindergarten and in Grades 1, 3, 5, 7, 9 and 11.

Services for the Hearing Impaired

In September, the Minister announced some new initiatives to ensure a high standard of education for hearing impaired students at the Manitoba School for the Deaf (MSD) and in the regular school system. The initiatives included:

- establishing two separate positions for the Provincial Coordinator of Programs for the Hearing Impaired and the Principal of the Manitoba School for the Deaf;
- setting up a Minister's Advisory Board for Hearing Impaired Programs with representation from a number of associations and community organizations;
- strengthening the role of the Education Advisory Committee of the MSD Home and School Association.

The branch continued to provide a range of services for the hearing impaired:

As members of regional teams, seven consultants for the hearing impaired provided direct instruction and consultative services for hearing impaired students throughout the province. This community-based service facilitates the attendance of hearing impaired students in their home school division/district and supports the home school and child's family in providing for the child's special needs. The consultants worked in close cooperation with the regional hearing centres of the Department of Health in Brandon, Dauphin, The Pas, Portage la Prairie, Winnipeg and Thompson and social services programs delivering support services to hearing impaired children.

The Manitoba School for the Deaf served profoundly deaf children who would benefit from a special school placement. The Winnipeg based school program provides a total communication approach which involves the spoken word plus sign language and finger spelling. The school strives to give hearing impaired students competence in the core school subjects, to begin to prepare them for a vocation, to give them a sense of self-worth and confidence in their ability to function in society with both deaf and hearing people.

During the 1985-86 school year, a total of 116 students attended: 95 day students and 21 residential students.

1. Thirteen students graduated at the end of the 1984-85 school year. Some students chose to continue their education at colleges in the United States, some enroled at Red River Community College and some went directly into employment.
2. Two additional integrating program options were introduced for 1985-86 — a Junior High program at Laidlaw School and a vocational program at the South Winnipeg Technical Centre. Other inte-

grated programs during the school year included eight students located at Grosvenor Elementary School, nine students located at Laidlaw School, six students who attended Shaftesbury High School, 16 students enroled at R.B. Russell School, and six students at South Winnipeg Technical Centre for vocational training programs. All integrating programs include the support of interpreter-tutor services.

3. The school maintained a close working relationship with the Society for Manitobans with Disabilities to assure appropriate future planning for each student. Medical, nursing, audiological, psychological and consultant opthamological, otolaryngological and occupational therapy services were provided. Up to 21 rural students were accommodated in the residential program.
4. The Special School of the Future project which MSD has been involved with during the past five years has come to an end in Canada. MSD hosted one last workshop in August 1985 on language and communication. This three day workshop was open to staff, parents, consultants, teachers from the public school systems, agencies and organizations involved with the hearing impaired.

Diagnostic Support Centre

The Diagnostic Support Centre provides intensive diagnostic and program development support to school divisions for developing effective individualized education programs to students with severe learning problems.

The staff at the Diagnostic Support Centre consists of a coordinator, a psychologist, four learning specialists and two residence staff. They work together with divisional administrators, parents and school personnel to develop services and programs to students who are referred to the Centre. Through this cooperative effort and the intensive diagnostic procedures available through the Centre, effective educational plans are developed that can be implemented in a child's school, home and community. These programs enable the school divisions to maximize the learning opportunities of students with severe learning problems while keeping them in the least restrictive environment.

Special Materials Services

Special Materials Services supports the education of print handicapped K-12 students, i.e. visually impaired and physically and learning disabled, by providing print materials in alternate formats. Provision of alternate format is accomplished by maintaining and circulating a provincial collection, cooperating with other provinces as well as internationally to share resources, and when titles requested are not available, considering them for production. Titles are loaned to teachers of print-handicapped students, free of charge, for the school year. A cooperative working relationship between one or more of the consultants for children with special needs, school division personnel and the section assists in the provision of appropriate special format material when it will enhance the learning environment for a particular student.

Regional Services

The branch continued the provision of regional clinical services in the following regions of the province:

Northern Region

The Northern Region includes school divisions/districts north of the 53rd parallel — The Pas, Flin Flon, Snow Lake, Thompson, Leaf Rapids, Lynn Lake and Churchill. These school divisions/districts serving approximately 10,000 students received consultant services in speech and language development, psychology and services for the hearing impaired. The region is staffed by one regional coordinator, three speech/language pathologists, three psychologists and one consultant for the hearing impaired who provide shared clinical core support services.

The field staff were involved in providing direct and consultative services to assist in the program development for children with special needs. Support was provided to school divisions in maintaining screening programs, training teacher aides working with special needs students and assisting parents and teachers to meet the case specific needs of students, as well as increasing the skills of teachers and special education personnel. Professional development support was provided for specific special needs students to enable teachers, teacher aides and resource teachers to observe a program in place that could be modified to suit their special needs student. Professional development activities also included provincial special education consultants providing inservices for groups of resource teachers, teachers and other special education personnel.

Parkland Region

The Parkland Region includes the Dauphin-Ochre School Area, the school divisions of Turtle River, Intermountain, Duck Mountain, Swan Valley, Pelly Trail and Birdtail River, and has a population of approximately 15,000 students.

The region is staffed by one regional coordinator and 13 staff positions based throughout the region. These are five psychologists, five speech and language pathologists, one consultant for the hearing impaired and two support staff.

The major goals for the support services in the Parkland Region, as in all regions, were as follows: to assist school divisions in the identification of special program needs and in the development of appropriate programs for children with special educational needs; to provide special educational support services in the school divisions utilizing a consultative/collaborative approach; to provide inservice programs to parents and teachers to promote awareness of the educational needs of exceptional children and the services available from branch specialist personnel.

The staff was involved in a variety of professional development activities for all special education personnel including school administrators, regarding programing skills for children with special needs and early identification of children experiencing educational difficulties.

South Central Region

South Central Region includes the school divisions of Garden Valley, Midland, Mountain, Pembina Valley, Pine Creek, Portage la Prairie, Tiger Hills, Western and White Horse Plains. The area is primarily rural and has a population of 16,000 children spread over an area of approximately 10,000 square miles.

An inter-disciplinary staff consisting of a regional coordinator, six speech and language pathologists, five psychologists, one reading clinician and three consultants for the hearing impaired provide clinical and consultative services within the region. Itinerant services from consultants for the visually impaired are available.

The professional development program for all special education personnel continued during this past year. As in the past years, representative school division personnel participated fully in the planning and implementation of the various programs.

School divisions also continued to show an increased ability to provide appropriate educational programs for students with a diversity of learning problems. Through the use of a team approach, students with such handicaps are being maintained in their local schools.

Interlake Region

Interlake Region consists of the school divisions of Interlake, Evergreen and Lakeshore. The staff providing services to the region consists of a regional coordinator, three psychologists, three speech and language pathologists and a consultant for the hearing impaired. The field staff continued to provide direct and collaborative support services to students, teachers and parents. Ongoing professional development activities played an important role in helping prepare teachers and administrators to meet the educational needs of exceptional children in the schools.

South East Region

South East Region consists of the school divisions of Boundary, Hanover, Morris-Macdonald, Red River, Rhineland, Seine River, and the Consolidated School District of Sprague. The 16,000 students are served by six speech/language pathologists, five psychologists, one consultant of the hearing impaired, and one reading clinician.

Through a special arrangement with Frontier School Division involving the secondment of a position, the branch provides the services of a psychologist and a speech clinician to such communities as Berens River and Norway House.

The professional development program has continued to assist teachers and administrators to improve the quality of special educational programing and to make effective use of the resources available to them.

In all regions the educational support teams assisted school division personnel in the identification of and in programing for students with low incidence handicaps and provided case specific professional development opportunities for the persons working with these students.

Regional Services Branch

During the course of the 1986/87 fiscal year, the Regional Services Branch, Manitoba Education, will enter its fourth year of service to the rural and northern regions of the province. The period of time during which the branch has been in operation, has provided an opportunity for branch and departmental planners and administration to establish a mandate, initiate projects and evaluate activities.

Objectives

The mandate of the Regional Services Branch was approved in October 1983. This mandate outlined the initial purpose of the branch as meeting special needs in the more rural and northern parts of the province. Three general branch objectives were outlined.

1) **Liaison and Communication** to develop channels for continued dialogue with rural and northern school jurisdictions.
2) **Program Support** to provide direct service to local school jurisdictions in the implementation of program areas identified as priority needs.
3) **Support Program Management** to provide management and leadership support to the small schools, and compensatory support programs.

Activities

In meeting the objectives of the Branch, personnel have been engaged in the following activities.

- Five staff years have been assigned to secondment projects throughout the province. Two full-time and 15 part-time professional teachers are engaged in curriculum implementation projects in the various geographical regions of the province. Special emphasis is placed upon the small school, multi-graded classroom environment.
- A study of 81 small high schools within the province has been completed by the Branch. This study provides descriptive data on the schools examined, as well as the identification of successful administrative practices in small schools.
- A language arts handbook designed to assist teachers at the elementary level in multi-grade classrooms, is being field tested.
- Regional Services staff continue to meet with teachers, superintendents, principals' groups as well as attending school board meetings where appropriate.
- The Branch sponsored the first national symposium on small schools in September 1985. This symposium was attended by representatives from eight of the ten provinces as well as the Northwest Territories.
- Small Schools Workshops, emphasizing curriculum implementation and teaching practices in multi-level, multi-graded classroom situations, were held in Brandon and Winnipeg in January. Approximately 900 teachers and administrators participated in over 100 concurrent sessions.

  Approximately one third of the public schools in the province meet the following criteria for classification as a small school:

  a) elementary schools, Grades K-8 or 9 - an average enrolment of less than 15 pupils per grade,

  b) high schools, Grades 9-12 - a total of less than 200 pupils.
- Assisting other branches of the department in various regional activities.
- Providing ongoing consultative support to school division administrative staff, principals and teachers, and, when requested, school trustees.
- Assist in the development and monitoring of all rural and northern compensatory funded projects.

Inner City Education Initiative

Objectives

1. To maintain a strong collaborative and cooperative relationship with Winnipeg School Division No. 1 and other urban school divisions.
2. To work closely with parents, teachers, and administrators in the development and continuation of projects and programs designed to meet the needs of inner city students.
3. To support programs aimed at ensuring quality of education in the inner city.
4. To encourage greater parent participation in the education of their children.
5. To provide support for teachers in the area of language development and in curriculum adaptation and development to meet the special needs of inner city students.
6. To encourage the provision of appropriate programs that are sensitive to the diverse cultural, racial and linguistic heritage of inner city children.
7. To assist in the professional development of inner city teachers and administrators.
8. To administer the financial support provided to school divisions to meet these objectives.
9. To administer the rural compensatory support program.

Organization

A team of consultants work together to assist school divisions in the development and maintenance of programs. The team also administers funds available under the Compensatory Program.

An Adjudication Panel that includes representation from inner city parents, teachers and administrators, reviews and makes recommendations to the Minister of Education on programs and projects submitted for compensatory support.

Activities

A variety of projects and programs are supported through the Compensatory Support Program. Approximately $2 million were made available to urban school divisions and $1 million to rural school divisions in the 1985-86 fiscal year. A representative sample follows:

Winnipeg School Division No. 1

Elementary Counseling
Elementary counselors provide support to classroom teachers and students at Victoria Albert, David Livingstone, Norquay, and Dufferin Schools.

Migrancy/Attendance Program

A. Elementary Schools: John M. King, Mulvey, Strathcona, and Victoria Albert Schools were provided with financial support for students and parents who move from school to school frequently in one school year and for the teachers who receive these students.

B. Junior High Schools: St. John's and Isaac Newton Schools were provided with support to hire attendance aides to help reverse the high absentee rates.

The Migrancy Program at Aberdeen focuses on the stress placed on the students and the school with regards to the high migrancy rate of the student population.

Language Development Support for Native Students
The Language Development Support Program for Native Students is a program funded through Manitoba Education and is designed to provide additional support and program initiative for native students in English language development. Programs operate at David Livingstone, Dufferin, King Edward, Machray, Strathcona, Weston, William Whyte and Cecil Rhodes Schools.

Early School Years Language Development Project
The Early School Years Language Development Projects funded through the Compensatory Support Program operate out of King Edward, Greenway, and Principal Sparling Schools. The focus is on language development for nursery, kindergarten, pre-primary, and Grade 1 students. Components include language development aides in the three targeted schools; and the establishment of a parent volunteer group to provide language development activities at Greenway and Principal Sparling. Evaluation design will provide comparison data with the Early School Year's Project.

Gifted and Talented Program
This project at Cecil Rhodes School was developed at the request of the Cecil Rhodes parent group. A comprehensive gifted and talented pilot for Cecil Rhodes was designed. The objective is to provide opportunities for talented students to pursue learning in areas of interest with staff support.

Curriculum Development
This project at Hugh John MacDonald, Pinkham, Dufferin and Victoria Albert Schools is directed to bringing the middle years (Grades 6 to 7) through effective programs; promoting improved curricular strategies that have continuity in serving Grades 5 to 8; monitoring student attendance; creating opportunities for staff development; increasing parent interest; providing a community consortium of schools; improving placement of students; overcoming the geography of the feeder network of schools through planned utilization of staff resources; capitalizing on the multicultural neighborhoods that make up the "community" of Hugh John Macdonald School.

Urban Compensatory and Non-Winnipeg No. 1

Elementary School Counselor
Support was provided to St. James/Assiniboia S.D. No. 2 to fund a half-time counselor for Stevenson-Britannia Elementary School.

Home School Liaison
Funding was provided to Archwood School and King George V Schools in Norwood School Division to hire two half-time Home-School Liaison Officers for the two schools. The Home-School Liaison Officers provided support to teachers, students and parents in the Archwood/King George V School area. In addition, Liaison Officers assist in the attendance program and in counselling.

Rural Compensatory Program

Early School Years Language Development
This project in Mountain S.D. No. 28 focuses on the need to develop an Early School Years Strategy for the division and to develop appropriate resource materials for the division's Early School Years Program.

Nutrition Program
Support was provided to enable Swan Valley S.D. No. 35 to provide a nutrition program at Birch River School.

Language Arts Improvement Program
Support for Pelly Trail S.D. No. 37 was provided to assist the division in developing a Division-wide strategy for improving the Language Arts Program.

Parenting Assistance Program
Funding was provided to Frontier S.D. No. 48 to develop Early School Years resource material to assist parents in enriching the language development of their children.

Division du Bureau de l'éducation française

Le Bureau de l'éducation française est responsable de toute l'éducation en langue française au Manitoba: assurer une éducation en langue française aux Manitobains dont la langue première est le français et fournir aux Manitobains d'expression anglaise désireux d'étudier en français des programmes répondant à leurs besoins. À l'heure actuelle, le Bureau met l'accent sur l'élaboration de programmes d'études et d'activités connexes en développement professionnel, y compris l'évaluation des programmes et la recherche dans le domaine de l'éducation française. Le Bureau est également responsable du calcul et du paiement de subventions destinées aux divisions scolaires où sont offerts des programmes en français. Le personnel du Bureau négocie avec les autorités fédérales en ce qui concerne l'obtention de fonds pour les divers programmes de bourses d'études administrés par le Bureau. De plus, le Bureau de l'éducation française identifie les besoins des collectivités francophone et anglophone en ce qui a trait à l'éducation française et communique ceux-ci au Ministre et au Sous-ministre de l'Éducation afin qu'ils puissent suivre de près le dossier et agir s'il y a lieu de le faire. Le Bureau utilise les deux langues officielles du pays.

Objectifs

1. Étudier, élaborer et recommander au Ministre de l'Éducation des politiques et des priorités concernant tous les aspects de l'éducation française;
2. Promouvoir, planifier, appliquer, administrer et faciliter tous les aspects de l'éducation française pour les clientèles francophone et anglophone;
3. Assurer une liaison et une coordination avec les autres divisions du Ministère de l'Éducation (et leurs directions respectives) pour les services auxiliaires relevant des attributions du Bureau;
4. Intégrer tous les services de base essentiels au développement de l'éducation française; et,
5. Assister le Ministre de l'Éducation dans la négociation de tous les programmes d'aide fédérale visant la promotion des langues officielles dans l'enseignement, et en assurer l'administration.

Direction du développement et de l'implantation des programmes

La Direction du développement et de l'implantation des programmes voit à la formulation et à l'implantation, sur une base continuelle, d'une série de programmes d'études pour les étudiants de la maternelle à la douzième année à l'échelle de la province, et ce, pour les écoles franco-manitobaines comme pour les écoles d'immersion française. Cette direction du Bureau formule et implante, également sur une base continuelle, un cours d'études pour les Manitobains intéressés au français de base. L'équipe de conseillers pédagogiques oeuvrant à la formulation des programmes d'études fournit également des services d'implantation et d'évaluation pour ces programmes.

Activités

1. Français langue première (élémentaire)
Des sessions d'implantation furent offertes aux nouveaux professeurs de français à l'élémentaire en septembre 1985.

Les comités d'évaluation de deux méthodes de lecture pilotées au cours de l'année soumirent leurs recommandations. Suite à cette évaluation, ces deux méthodes furent agréées pour les niveaux 1, 2 et 3 en avril 1985.

Deux ateliers traitant de la communication orale furent présentés par Elca Tarrab, professeure à l'Université de Montréal. Elle traita d'abord de l'enseignement et de l'évaluation de l'écoute, puis de l'enseignement et de l'évaluation de la langue parlée.

Plusieurs classes utilisant la série "Messages" continuèrent de piloter cette méthode au cours de l'année. Un comité d'évaluation soumettra son rapport sous peu en vue de l'approbation de ce matériel.

Deux comités provinciaux de révision (niveaux 1 à 3 et niveaux 4 à 6) ont été établis dans le but de revoir les objectifs du programme actuel. Ces comités ont présenté une version revisée de ce programme le 31 mai 1986.

Quatre journées de ressourcement pédagogique furent offertes aux enseignants et aux enseignantes qui utilisent les nouvelles séries de lecture agréées, leur permettant ainsi de saisir le lien entre le programme d'études et ces nouveaux outils.

L'évaluation de différentes séries de lecture pour les 5e et 6e années se poursuit.

Le développement de matériel didactique additionnel a été effectué aux niveaux 4 à 6. Plusieurs nouveaux thèmes furent présentés aux professeurs.

Le soutien pour les professeurs, quant à la mise en pratique du programme d'études dans la salle de classe, se continue.

2. Français langue première (secondaire)
La rédaction des programmes d'études pour les 11e et 12e années fut complétée et l'implantation des versions provisoires de ces programmes fut amorcée.

L'implantation des versions provisoires des programmes des 9e et 10e années et des versions officielles des programmes des 7e et 8e années fut poursuivie.

Un bulletin provincial de liaison, du matériel didactique développé en comité ou par des individus, des ateliers et des visites dans les écoles appuyèrent les efforts d'implantation.

Des mises à l'essai de nouveaux manuels furent conduites dans plusieurs classes des 8e et 9e années.

L'étude de la question de l'évaluation de l'élève en classe de français a été amorcée.

L'étude de manuels et de matériel didactique commercial s'est effectuée.

3. Français langue seconde - immersion (élémentaire)

Un programme d'études version provisoire, fut complété pour chaque niveau de 1 à 6. De nombreuses sessions d'implantation regroupant les enseignant(e)s par division furent offertes. L'intérêt démontré fut grand puisqu'au moins 95% du personnel enseignant à ces niveaux y assista. Le soutien quant à la mise en pratique du programme d'études dans la salle de classe se continue.

Afin d'appuyer le programme d'études qui préconise l'usage d'un contenu compréhensible dans l'enseignement du français en immersion, un matériel nouveau a été développé pour les première et deuxième années. Cinq livres (grand-format) ont été écrits et imprimés. Des trousses comprenant ces livres ainsi que:

1) des livres (petit-format) pour les centres d'écoute;
2) une cassette avec enregistrement comprenant deux voix, une masculine, une féminine; et,
3) un guide d'usage,

sont disponibles au Centre des manuels scolaires. Disponible au même endroit et poursuivant les mêmes objectifs pédagogiques est un jeu de cartes comprenant 200 illustrations de mots d'actions et de mots exprimant des relations.

Aux niveaux 4 et 5, l'analyse et l'évaluation des matériels didactiques commerciaux qui viennent appuyer le nouveau programme d'études furent entrepris par deux comités.

Un nouveau matériel didactique qui vise le développement de l'écoute à ces niveaux a aussi été élaboré et sera disponible à la rentrée scolaire.

4. Français langue seconde - immersion (secondaire)

Une journée d'implantation fut offerte aux nouveaux utilisateurs et utilisatrices des programmes d'études pour les 7e à 12 années.

Des recontres eurent lieu avec des enseignant(e)s afin de faciliter la mise en application des programmes d'études pour les 7e à 12e années.

Une journée d'atelier fut offerte aux enseignant(e)s des niveaux 7, 8 et 9 afin d'assurer un suivi à l'implantation des programmes.

Les versions provisoires du programme d'études et du matériel d'appui de 11e année furent rédigées.

La version provisoire du programme d'études de 12e année fut complétée.

La rédaction du matériel d'appui de 12e année fut amorcée.

5. Français de base/Conversational French

Des révisions à la "Formule de sensibilisation" (maternelle à 3) furent amorcées.

L'implantation des programmes en 4e, 5e, 6e, 7e, et 8e années fut poursuivie dans le Français de base - programme de 9 ans. Les travaux d'élaboration du programme de la 9e année (du programme de 9 ans) furent terminés et ceux de la 10e année commencés.

Des classes pilotes furent établies en 8e année dans le programme de 6 ans. Les travaux d'élaboration du programme de la 8e année furent terminés et ceux de la 9e année initiés.

Des classes pilotes furent établies en 11e année dans le cours de réintroduction de 3 ans. Les travaux d'élaboration du programme de la 11e année furent terminés et ceux de la 12e amorcés.

Le perfectionnement des enseignant(e)s des programmes en Français de base fut assuré.

Les services en "Conversational French" furent maintenus.

6. Informatique

L'implantation des programmes d'études Informatique 105, 205 et 305 est en voie d'être complétée au niveau secondaire.

Trois modules de travaux pratiques pour l'élève sont maintenant disponibles aux niveaux 7e, 8e et 9e en version provisoire.

Le programme d'études des niveaux 4e, 5e et 6e est en voie d'élaboration et sera rendu disponible en 1986.

Les services de soutien technique ont été centralisés à Infotech. Ce centre offre les services de visionnement et de distribution de logiciels éducatifs ainsi que la gestion du réseau informatique pour les écoles.

De nombreux ateliers de formation et de perfectionnement en informatique furent offerts au centre Infotech et aux écoles.

7. Mathématiques

Au niveau élémentaire, l'élaboration d'un document portant sur l'utilisation de la calculatrice en 4e, 5e, et 6e années fut initiée. Une nouvelle collection de manuels pour la 1re à la 6e année fut agréée et des ateliers à ce sujet furent offerts aux enseignant(e)s. Un atelier portant sur l'apprentissage des mathéma-

tiques et les causes des erreurs en mathématiques fut offert aux orthopédagogues.

Au niveau pré-secondaire un document portant sur l'utilisation de la calculatrice fut préparé et un atelier portant sur ce sujet fut présenté. Un atelier fut offert aux nouveaux(elles) enseignant(e)s de mathématiques afin de leur présenter le programme d'études existant.

Au niveau secondaire, les programmes d'études provisoires pour Mathématiques 200, 201, 300 et 301 furent mis à l'essai, ainsi que des cahiers d'exercices accompagnant les cours 201 et 301. Un cahier d'exercices pour accompagner le cours 100 fut développé. Des modules visant l'apprentissage individualisé pour les cours de Mathématiques 200, 201, 300 et 301 furent réalisés.

8. Sciences humaines
Au niveau élémentaire, du nouveau matériel didactique fut mis à l'essai au niveau de la 1re année en français et en immersion. Les programmes d'études ainsi que les cahiers de travaux pratiques des niveaux 5e et 6e (immersion) furent implantés.

Au niveau intermédiaire, des ateliers eurent lieu pour les professeurs de la 7e année afin de les aider à intégrer le nouveau matériel didactique dans leur enseignement. Le programme d'études de la 8e année fut mis à l'essai et le programme d'études de la 9e année fut développé.

Au niveau secondaire, les programmes d'études des niveaux 10e et 11e furent implantés et le programme d'études de la 12e année fut développé partiellement.

9. Sciences naturelles
Au niveau élémentaire, les programmes d'études pour les classes de 5e et 6e années (immersion) furent implantés à l'automne.

Au niveau secondaire, les programmes d'études pour Physique 300 et Chimie 200 furent élaborés avec leur rodage entamé dans un petit nombre d'écoles.

Une série d'ateliers portant sur les thèmes suivants eurent lieu: l'astronomie, les conceptions enfantines en science et l'écologie boréale.

Du matériel didactique pour les niveaux élémentaire, pré-secondaire et secondaire fut aussi développé.

10. Anglais
Écoles franco-manitobaines:
La révision des programmes d'étude pour les niveaux 3 et 4 ainsi que 5 et 6 fut complétée.

L'implantation des programmes d'études pour les niveaux 3 et 4 ainsi que 5 et 6 se poursuivit.

La révision des programmes d'études pour les niveaux 7 à 9 fut continuée.

L'évaluation de trois séries de lecture au niveau élémentaire s'est effectuée.

Écoles d'immersion française:
La révision du programme d'études pour les niveaux 5 et 6 fut complétée.

L'implantation des programmes d'études pour les niveaux 1 à 4 ainsi que 5 et 6 se poursuivit.

L'évaluation des séries de lecture aux niveaux primaire et élémentaire s'est effectuée.

11. Éducation physique
Une session provinciale d'implantation eut lieu pour les enseignant(e)s de 7 à 9 pour implanter des sections du programme d'éducation physique (7 à 9).

L'élaboration de nouvelles sections et la mise à essai de sections déjà développées (7 à 9) furent continuées.

Du matériel didactique pour les niveaux élémentaire, pré-secondaire et secondaire fut développé.

12. Hygiène
Aux niveaux élémentaire et pré-secondaire, deux nouvelles unités furent mises à l'essai: "Le bien-être physique" et "La santé dentaire". Du matériel d'appui fut développé pour accompagner ces unités.

Des sessions d'implantation du nouveau programme eurent lieu dans plusieurs écoles franco-manitobaines et d'immersion.

Un comité a préparé les deux unités à venir: "La nutrition" et "La protection de l'environnement".

13. Éducation musicale
Les programmes d'études et les guides pédagogiques pour les niveaux 1 à 3 furent terminés. Un matériel didactique a été développé pour accompagner chaque programme.

Les programmes d'études et les guides pédagogiques pour les niveaux 1 à 3 ont aussi été implantés.

Le programme d'études et le guide pédagogique pour la 4e année ont été mis à l'essai.

Le programme d'études pour la 5e année fut terminé.

Le guide pédagogique pour la 5e année a été commencé.

Le programme d'études d'expression corporelle niveau élémentaire (1re à 6e) fut terminé. Le guide pédagogique d'expression corporelle, accompagné de la vidéocassette, pour la 4e année a été terminé.

Les guides et des vidéocassettes pour les 2e, 3e et 5e années furent commencés.

14. Éducation visuelle
Des sessions d'implantation eurent lieu pour les enseignant(e)s de la 4e à la 6e année. Une session spéciale d'implantation pour la section de l'appréciation artistique eut lieu pour les enseignant(e)s de la maternelle à la 6e année.

L'élaboration du guide/manuel de la 5e et de la 6e années fut complétée et le rodage fut amorcé dans quelques écoles de la province.

La révision du programme d'études provisoire de l'éducation visuelle de la maternelle à la 6e année fut amorcée.

Direction des services de soutien en éducation

La Direction des services de soutien en éducation est responsable d'une variété de dossiers, d'activités et de services reliés étroitement à l'éducation française:

a) calcul, distribution et surveillance des subventions provinciales aux divisions scolaires pour les programmes scolaires suivants: français, immersion, français de base et "Conversational French";

b) liaisons pédagogiques, administratives et culturelles entre le Bureau de l'éducation française et les divers secteurs du Ministère, les commissions scolaires, les écoles et les différents organismes locaux, provinciaux, nationaux et même internationaux qui s'intéressent à l'éducation en langue française;

c) analyse et évaluation des projets spéciaux subventionnés par le Bureau de l'éducation française et le Secrétariat d'État;

d) analyse des statistiques;

e) projets de recherche spécifiques à l'éducation française.

De plus, cette Direction est responsable de quelques ententes interprovinciale et internationales pour la réalisation de certains projets à caractère éducatif et culturel. La Direction offre aussi de l'aide technique pour le recrutement d'enseignants bilingues pour les écoles franco-manitobaines et les écoles d'immersion française du Manitoba.

Activités

1. Subventions provinciales aux divisions scolaires
Pour les années au calendrier 1985 et 1986, voici les sommes d'argent que le gouvernement du Manitoba a distribué à chacun des programmes scolaires suivants:

Programme scolaire	Année au calendrier	
	1985	1986
	($)	($)
- Français	1,408,310	1,411,424
- Immersion	3,081,795	3,293,691
- Français de base, sensibilisation, et réintroduction	316,405	422,892
- "Conversational French"	265,220	247,187
TOTAL	**5,071,730**	**5,375,194**

Le nombre d'élèves inscrits à ces mêmes programmes ainsi que le nombre de divisions ou districts scolaires correspondants pour les années académiques 1984-85 et 1985-86 sont présentés ci-dessous:

Programme scolaire	Année académique			
	1984-85		1985-86	
	Elèves	Divisions/ Districts	Elèves	Divisions/ Districts
- Français	5,748	10	5,774	9
- Immersion	11,012	22	12,632	22
- Français de base, sensibilisation, et réintroduction	32,300	41	41,319	47
- "Conversational French"	52,284	58	46,829	57
TOTAL	**101,344**	—	**106,554**	—

2. Liaison
La Direction des services de soutien en éducation assigna à la tâche de liaison deux agents d'éducation qui ont assuré une communication étroite, active et continue avec les 32 écoles franco-manitobaines et les 67 écoles à programme d'immersion française de la province. En plus de cette liaison à temps partiel, ces agents d'éducation ont offert des sessions d'information dans les divisions scolaires, à la demande de celles-ci.

Outre les liaisons nécessaires avec les autres directions du Ministère, il faut mentionner celles avec un nombre grandissant d'associations et organismes provinciaux et nationaux intéressés à l'éducation française.

3. Recherches
Le Bureau de l'éducation française par l'entremise de la Direction des services de soutien en éducation a développé nombre de documents d'envergure dans le domaine de l'immersion et de la qualité de l'enseignement en français. La Direction a aussi entrepris une étude en profondeur des besoins dans le domaine de l'évaluation des programmes d'études en français provenant du Bureau de l'éducation française. Par ailleurs, la Direction des services de soutien en éducation maintient un lien étroit avec le service d'évaluation de la Direction du développement et de l'implantation des programmes (secteur anglais) ainsi qu'avec la Direction de la planification et de la recherche.

4. Traitement des données et statistiques
La cueillette et l'analyse des inscriptions scolaires furent réalisées pour déterminer les montants des subventions devant être accordées à chaque division scolaire où les programmes de français, d'immersion, de français de base, et de "Conversational French" sont offerts. Les données ont aussi été utilisées à la préparation de tableaux démontrant la distribution des inscriptions dans les divers programmes des écoles franco-manitobaines, dans le programme d'immersion, ou encore dans les programmes de French. Par ailleurs, les données sur les inscriptions scolaires servent aussi à la préparation des projections des inscriptions scolaires dans les programmes ci-haut mentionnés. La Direction a aussi été impliquée dans la refonte du formulaire "Éducateurs professionnels" utilisé auprès des enseignants à chaque année.

5. Projets culturels
En collaboration avec seize associations culturelles du Manitoba et huit organismes culturels hors-province, la Direction des services de soutien en éducation coordonna la réalisation de 26 projets culturels dont bénéficièrent les 18,000 étudiants des écoles franco-manitobaines et des écoles à programme d'immersion française du Manitoba. De façon particulière, la Direction participa à la création de huit de ces manifestations culturelles, telles que le Show sont Nous du Conseil jeunesse provincial, le Festival théâtre jeunesse, la Chorale des Blés au Vent, etc. En plus, six cahiers pédagogiques furent développés afin de sensibiliser et de préparer les étudiants et les enseignants à mieux apprécier et profiter de ces manifestations culturelles. La Direction a continué à encourager les groupes et artistes locaux à rayonner davantage dans les écoles du Manitoba. La priorité de l'année a été l'implantation du document de l'intégration culturelle. Le document se veut un outil privilégié aux enseignant(e)s qui sont appelé(e)s à intégrer l'élément culturel dans leur enseignement dans les écoles franco-manitobaines.

6. Recrutement d'enseignants bilingues
Au-delà de 70 demandes d'emploi de professeurs furent dirigées à la Direction des services de soutien en éducation pour des postes d'enseignement bilingues au Manitoba. Plusieurs de ces demandes ont été acheminées aux directeurs généraux et directeurs d'écoles qui ont fait appel au service de la Direction qui agit comme intermédiaire entre les demandes d'emplois des professeurs et les divisions scolaires. De façon active, la Direction fut impliquée à la demande de huit divisions scolaires et à l'embauche d'une quinzaine de professeurs au Manitoba.

7. Ententes culturelles-éducatives
Dans le cadre des ententes France-Canada et Belgique-Canada et de l'accord de coopération Québec-Manitoba, la Direction des services de soutien en éducation participa à la réalisation de 31 projets s'adressant aux enseignants et aux étudiants.

Vingt-deux professeurs et 3 conseillers pédagogiques suivirent un stage de perfectionnement en France et 2 enseignants en Belgique; 4 professeurs suivirent un cours au Québec. Douze spécialistes du Québec vinrent au Manitoba fournir leur expertise en informatique, en production de matériel didactique et en pédagogie. Pour une deuxième année, 9 étudiantes manitobaines furent jumelées avec 9 étudiantes québécoises pour une période de six mois.

8. Cours pour adultes
De plus, cette Direction aida à défrayer une partie des frais d'inscription de près de 3,000 adultes suivant des cours d'apprentissage ou de perfectionnement de français par l'entremise des quatre établissements universitaires de la province soit: l'Université du Manitoba, l'Université de Brandon, l'Université de Winnipeg et le Collège universitaire de Saint-Boniface.

9. Cas contentieux
Les membres de l'équipe des services de soutien doivent agir comme médiateurs et personnes-ressources dans des cas impliquant des divergences d'opinion sur les droits et les privilèges de l'éducation en français dans cette province.

Direction des ressources éducatives françaises

La Direction comprend une bibliothèque française et un secteur de production de matériel didactique. La Direction est située au 200, avenue de la Cathédrale, à Saint-Boniface.

Objectifs généraux

1. Assurer un rôle de meneur et d'appui professionnel auprès des usagers en ce qui concerne le développement, la sélection et l'utilisation des média sous toutes leurs formes comme partie intégrante de l'enseignement ou du processus d'apprentissage;
2. Fournir le matériel et les services aux professeurs de la province (maternelle à 12), aux employés du Ministère de l'Éducation et aux professionnels de l'éducation, de façon à améliorer le milieu de l'enseignement; et,
3. Choisir, développer et produire le matériel pour l'utilisation pédagogique en relation avec les besoins exprimés dans les écoles de la province.

Activités

1. La production de matériel didactique
Le but premier du secteur production est de fournir aux usagers de la province le matériel en français nécessaire à leur enseignement. Un comité de priorité voit à établir la liste des productions entreprises par la Direction.

Du 1er janvier 1985 au 31 mars 1986, les productions suivantes furent réalisées:

Vidéogrammes
- La résolution des problèmes de mathématiques au niveau primaire (une co-production avec le C.U.S.B.)
- Grand-Père Cailloux à l'école Lacerte
- La forêt et le bûcheron
- Les danses de la 4e année
- Meurtres à la carte ou lire et écrire des énigmes policières
- Conférence ELCA TARRAB
- Conférence SITA ELDER
- Le Groupe LA ROCHE (entrevue)

Audiogrammes
- Evaluation de l'écoute 6e année et 7e année
- Unité de communication 9e année

Matériel imprimé
- Trousse Louis-Riel
- Année internationale de la jeunesse (4 thèmes)

2. La production de didacticiels
Le premier objectif de ce secteur est de fournir aux usagers manitobains de langue française les didacticiels nécessaires à l'enseignement.

Un programmeur a été en fonction au sein de la Direction jusqu'en septembre 1985. Voici une liste sommaire de ses réalisations pendant ces cinq mois:

ATE (Alternance Travail Etude)
Sous la coordination du programmeur, trois étudiants ont polycopié, emballé et envoyé plus de 500 paquets de deux disquettes et de quatre à dix fiches descriptives à plus de soixante écoles.

"Production": (pour Commodore)
- 8 modules à choix multiples de 15 à 25 questions chacun (biologie secondaire)
- 17 modules à choix multiples de 15 à 25 questions chacun (français de base élémentaire)
- 3 modules pour niveau primaire (apprendre à lire et à compter avec emphase sur graphiques

STEP (Programme d'emploi temporaire pour étudiants)
Trois étudiants ont aussi participé à ce projet pendant quatre mois; voici le sommaire de leurs réalisations.
- entrée des données initiales pour le système de réservation de films/vidéo
- mise à jour des catalogues de didacticiels et des fiches descriptives
- prise d'inventaire des disquettes moins utilisées
- mise à jour du système de copies de sécurité
- production:
  - pour Commodore - "Le système métrique"
  - pour Apple - 12 modules

Le programmeur a aussi assuré un service de référence sur place ou au téléphone, pour offrir des ateliers de information ou d'information ou pour aider à l'informatisation administrative de trois directions du Bureau.

3. La bibliothèque
La bibliothèque, qui compte plus de 53,000 documents, a pour but premier la diffusion de tout matériel imprimé et non-imprimé auprès des usagers. Le nombre de nos abonnés dépasse à ce jour 2,552. Ces derniers peuvent aussi profiter d'un service de référence et d'information dans tous les domaines de la collection de la bibliothèque. Un vaste échantillon de revues touchant à l'éducation est également disponible.

Cette section coordonne aussi le comité des responsables de bibliothèque qui se divise maintenant en

deux groupes: les professionnels et les non-professionnels. Chaque groupe se rencontre à quatre reprises pendant l'année académique.

Statistiques (du 1er janvier 1985 au 31 mars 1986)

- Nombre de prêts de documents	58,911
- Nombre d'interventions (informatives)	1,625
- Nombre d'interventions (références)	2,397
- Nombre de visites guidées de la Direction	135

Visites d'auteurs
Pierre Mathieu
Denis Côté
Darcia Labrosse
Michelle Provost
Roger Paré

Cours en bibliothéconomie
De concours avec le Collège de Saint-Boniface et dans le cadre des ententes Québec/Manitoba, la Direction des ressources éducatives françaises a offert un cours sur la préparation physique de la bibliothèque. Une quinzaine de participants se sont inscrits.

Bibliobus
En opération depuis trois mois, le bibliobus est un projet qui a pour but de faire connaître notre collection auprès des communautés les plus éloignées. Le professeur responsable du projet a visité pendant le premier stage, une trentaine d'écoles en milieu rural et a rendu des services qui ont été bien appréciés par les professeurs hôtes.

Direction des programmes de langues officielles et des services administratifs

Cette Direction a pour responsabilité, entre autres, l'administration des programmes de financement ou d'assistance sous l'égide de l'Entente fédérale-provinciale pour les langues officielles dans l'enseignement. Les dispositions de cette entente permettent à la province de récupérer du gouvernement du Canada une partie des coûts supplémentaires entraînés par l'enseignement en français dans le système public et dans les universités. Elles couvrent également les domaines de bourses aux étudiants et aux professeurs pour des études en français ainsi que le financement de certains projets. Cette Direction est également responsable de la montée et du contrôle du budget, de tous les services administratifs et du secrétariat de la Division.

Activités

1. En 1985, à la suite de négociations fédérales/provinciales, la province du Manitoba put bénéficier de 2 356 800 $ en financement direct. Cette somme a permis:
   a) la continuation du financement à frais partagés de plusieurs projets spéciaux dont le Collège communautaire de Saint-Boniface et les coûts d'opération du Bureau de l'éducation française;
   b) à 201 professeurs de/du français de perfectionner leurs connaissances linguistiques ou pédagogiques grâce à leur particiption à des cours d'été spécialisés, soit au Collège universitaire de Saint-Boniface, soit dans d'autres institutions postsecondaires canadiennes;
   c) à 441 étudiants du niveau postsecondaire d'entamer ou de poursuivre des études universitaires en français dans des domaines généraux ou spécialisés en bénéficiant de bourses de voyages ou de bourses d'études.
2. Sous les auspices du Conseil des ministres de l'Education du Canada (CMEC) et dans le cadre des programmes de moniteurs de langues officielles et de bourses d'été, financés par le Secrétariat d'Etat du gouvernement fédéral:
   a) 24 étudiants postsecondaires manitobains exercèrent les fonctions de moniteurs de langue dans d'autres provinces canadiennes, alors que la Province accueillit 51 moniteurs dans les écoles publiques ou dans les universités du Manitoba;
   b) 280 étudiants reçurent une bourse de 1 260 $ pour leur participation au cours d'été de langue seconde (d'une durée de six semaines) offert par 49 institutions canadiennes, alors que 260 étudiants vinrent au Manitoba pour étudier le français ou l'anglais comme langue seconde; et
   c) un total de 30 étudiants franco-manitobains purent participer à des programmes d'été de perfectionnement en langue française: 21 à l'Université du Québec à Trois-Rivières, 8 élèves de la 11e année à Jonquière, et un élève à Moncton.

Bureau de l'éducation française Division

The Bureau de l'éducation française Division is responsible for all French-language education in Manitoba: the education of Manitoba's francophones in French and the provision of appropriate French as a second language programs and courses of study to other Manitobans who desire such education. At the present time, the Bureau is emphasizing curriculum and related professional development activities, measurement and evaluation, and research regarding various aspects of French-language education. It is also responsible for the calculation and payment of various French-language grants to school divisions as well as the negotiation, calculation and payment of a variety of grants and bursaries to individuals who qualify for such assistance. Further, it assesses the needs of the French and English-language communities regarding French-language education and communicates its findings to the Minister and Deputy Minister of Education for review and action. The Bureau's activities are carried out in Canada's two official languages.

Objectives

1. Examine, develop and recommend policies and priorities to the Minister of Education concerning all aspects of French-language education;
2. Promote, plan, implement, administer and facilitate all aspects of French-language education for francophones and anglophones;
3. Ensure liaison and coordination with all other divisions of the Department of Education (and their respective branches) for ancillary services which relate to the Bureau's terms of reference;
4. Integrate all basic services essential to the development of French-language education; and
5. Assist the Minister of Education in the negotiation and administration of all federal support programs for the promotion of official languages in education.

Curriculum Development and Implementation Branch

The Curriculum Development and Implementation Branch designs and implements, on a continuing basis, a planned program of provincial curricula (Kindergarten to Grade 12) for Manitoba's French-language schools and Immersion program schools. It also designs and implements, likewise on a continuing basis, a planned program for Manitoba's Basic French students. The Branch also provides provincial curriculum services through a team of specialist consultants in curriculum implementation and evaluation.

Activities

1. Français as a first language (elementary)
Evaluation of new reading programs for Grades 1, 2 and 3 was completed in April 1985. These new materials have since been approved and are available at the Manitoba Textbook Bureau.

Implementation sessions were offered to new teachers of Français in September 1985.

Workshops on oral communication were conducted by Elca Tarrab, professor in the "Programme de perfectionnement des maîtres de français" at the University of Montreal. Teachers of Grades 1 to 6 were involved in sessions which focussed on listening and speaking skills.

Piloting of a new reading program in several classes at the Grade 4 level was conducted throughout the 1984-85 school year.

Two provincial committees (Grades 1 to 3 and 4 to 6) have been set up to study the objectives of the Français curriculum. A revised version of the curriculum reflecting the changes suggested will be terminated in May 1986.

Information sessions with ressource persons were held to familiarize teachers with the new reading programs approved for Grades 1, 2 and 3.

Evaluation of different reading series for Grades 5 and 6 was ongoing. Analysis and development of various instructional materials were continued.

Services to teachers of the Français program were maintained.

2. Français as a first language (secondary)
The writing of the Grades 11 and 12 programs was completed and the implementation of the interim versions of these programs was begun.

The implementation of the interim versions of the Grades 9 and 10 programs and the official versions of the Grades 7 and 8 programs was continued.

A provincial bulletin, instructional materials developed by individuals or committees, workshops and visits to the schools supported the implementation process.

Piloting of new textbooks was conducted in a number of the Grades 8 and 9 classes.

A study concerning evaluation techniques used by the teacher in the classroom was begun.

The study of commercially developed instructional materials was ongoing.

3. Français as a second language - Immersion (elementary)
The interim versions of the curriculum guides for the Grades 1 to 6 have been completed. Implementation sessions were held with teacher attendance at these workshops being at a maximum. Following these,

support was given to the teachers at the divisional level or in the classroom when requested.

As a means of helping the Grades 1 and 2 teachers provide comprehensible input in their classroom, support material was written and published in the form of "big books". Five of these books are now available at the Manitoba Textbook Bureau along with smaller versions of the same books, plus cassettes for listening centres and a guide book for more effective use of the material. Also available and providing the same type of support is a set of 200 cards illustrating action words.

An analysis and evaluation of support materials at the 4 and 5 levels was undertaken by two separate committees so as to recommend those materials which correspond most accurately with the new programs' philosophy and objectives.

Support material to promote and develop listening skills at the 4 to 6 levels was also developed and will be ready for distribution by September.

4. Français as a second language - immersion (secondary)

An implementation session was offered to new teachers in Grades 7 to 12.

Meetings were held with junior and senior high teachers in order to facilitate the application of the objectives of the curriculum guides.

A workshop was provided to the teachers of Grades 7 to 9 as a follow-up to the implementation sessions offered in previous years.

The interim curriculum guide and support material for Grade 11 were developed.

The interim curriculum guide for Grade 12 was completed and the support material begun.

5. Basic/Conversational French

Revisions to the Exposure Package (Kindergarten to Grade 3) were begun.

For the Basic French Nine-year Program, implementation continued in Grades 4 to 8.

Planning for the Grade 9 level of the Nine-year Program was completed and initial preparation was done for the Grade 10 level.

For the Basic French Six-year Program, pilot classes were established in Grade 8 and the program material was revised. Initial preparation was done for the Grade 9 level.

For the Basic French Three-year Re-Entry stream, pilot classes were established in Grade 11 and the program material was revised. Initial preparation was done for the Grade 12 level.

In-service training was offered to teachers of the Basic French programs and Re-Entry stream.

Services to teachers of Conversational French were maintained.

6. Computer Awareness and Computer Science

The Informatique 105, 205 and 305 curriculum is being implemented throughout the province at the secondary level.

Three student workbooks are now available for Grades 7, 8 and 9 to support the curriculum guides.

The Grades 4, 5 and 6 curriculum guides are currently being developed and will be available in 1986.

The software distribution and resource centre as well as network management has been relocated at Infotech.

Many workshops were offered at Infotech as well as in many schools to support the implementation process.

7. Mathematics

At the elementary level, the preparation of a booklet on the use of calculators in Grades 4, 5 and 6 was started. A new series of textbooks for Grades 1 to 6 was approved and workshops were held on that subject. A workshop on the learning of mathematics and the causes of errors in mathematics was presented to resource teachers.

At the junior high level, a document on the use of calculators was prepared and a workshop was held on that topic. A workshop was held to present the existing curriculum guide to new teachers of mathematics in Grades 7, 8 and 9.

At the senior high level, the interim curriculum guides for Mathematiques 200, 201, 300 and 301 were piloted, along with two booklets containing exercices to accompany the 201 and 301 courses. An exercise booklet to accompany the 100 course was developed. Modules designed for individualized learning were prepared for the 200, 201, 300 and 301 courses.

8. Social Studies

At the elementary level, new textbooks were piloted at the Grade 1 level for both the Français and the Immersion programs. The Grades 5 and 6 curriculum guides for the Immersion program were implemented.

At the junior high level, workshops were held for Grade 7 teachers to facilitate the integrated utilization of the new textbooks with the existing curriculum guide. The Grade 8 curriculum guide was piloted and the Grade 9 curriculum guide was developed.

At the senior high level, the Grade 10 and 11 curriculum guides were implemented and the Grade 12 curriculum guide was partially developed.

9. Science

At the elementary level, the new program for Grades 5 and 6 (French Immersion) was implemented on a province-wide basis.

At the secondary level, the curriculum guides for "Physique 300" and "Chimie 200" were revised, and a pilot of the same guides begun in a limited number of schools.

Professional development workshops were also held on the following topics: astronomy, student conceptions in science, and boreal ecology.

Instructional materials for elementary and junior high levels were also developed.

10. English

French-language schools:

A revision of the curricula for the Grades 3 to 4 and 5 to 6 was completed.

The implementation of the curricula for Grades 3 and 4 as well as 5 and 6 was continued, while the revision of the curriculum for Grades 7, 8 and 9 was continued.

As evaluation of three reading series designed for the primary and elementary classroom was carried out.

French Immersion Schools:

The revision of the curriculum for Grades 5 and 6 was completed.

The implementation of the curricula for Grades 1 to 4 as well as 5 and 6 was continued.

An evaluation of three reading series designed for the primary and elementary classroom was carried out.

11. Physical Education

A provincial implementation session was held for the Grades 7 to 9 teachers for the implementation of sections of the 7 to 9 Physical Education program.

The development of further sections and the piloting of certain sections were continued.

Instructional materials for the elementary, junior and senior high levels were developed.

12. Health

At the elementary and junior high level, two other units were piloted: "Physical Well-Being" and "Dental Health". Support materials were also developed.

Several workshops on the new health curriculum were given to French and Immersion schools.

A committee prepared two other units to be available in 1986: "Nutrition" and "Environmental Health".

13. Music

The programs of studies and teachers' guides for Grades 1, 2 and 3 have been completed and are accompanied by support materials.

These programs, teachers' guides, and materials are now being implemented.

The program of studies and the teachers' guide for Grade 4 was completed and a pilot of this same guide begun.

The program of studies for Grade 5 has been completed and the preparation of the teachers' guide was started.

The curriculum for body movement and dance for Grades 1 to 6 has been developed and the teachers' guide accompanied by ten video-tapes for Grade 4 was completed.

Teachers' guide and video-tapes for Grades 2, 3 and 5 were started.

14. Visual Education

Orientation sessions for Grades 4 to 6 teachers were held.

A special orientation session on artistic appreciation was given to the Kindergarten to Grade 6 teachers.

The Grades 5 and 6 program of studies (Français and French Immersion) was completed and piloting was begun in a selected group of schools.

The revision of the interim curriculum guide for Kindergarten to Grade 6 was begun.

Educational Support Services Branch

This Branch of the Bureau de l'éducation française Division is responsible for a number of activities and services closely related to French-language education in Manitoba schools. These include:

(a) the calculation, distribution and supervision of provincial grants to school divisions for the following school programs: "Français", French Immersion as well as Basic French and Conversational French;

(b) pedagogical, administrative and cultural liaison with the various branches of the Department of Education, school divisions, schools and a number of local, provincial, national and even international organizations involved with French-language education;

(c) analysis and evaluation of the special projects funded by the Bureau de l'éducation française Division;

(d) statistical analysis;

(e) research projects directly related to French-language education.

Furthermore, the Educational Support Services Branch is responsible for some interprovincial and international agreements, for the organization and support of cultural and educational projects within the school system as well as providing some technical

assistance to school divisions in the recruitment of qualified bilingual teachers for Manitoba's French-language schools and French Immersion program schools.

Activities

1. Provincial grants to school divisions
For the calendar years 1985 to 1986, the Government of Manitoba distributed the following amounts towards French-language programming:

Program	Calendar year 1985	1986
	($)	($)
- "Français"	1,408,310	1,411,424
- French Immersion	3,081,795	3,293,691
- Basic French, Exposure, and Re-Entry	316,405	422,892
- Conversational French	265,220	247,187
TOTAL	**5,071,730**	**5,375,194**

The numbers of students enrolled in the aforementioned programs as well as the corresponding numbers of school divisions or districts for the academic years 1984-85 and 1985-86 are shown below:

Program	Academic year 1984-85 Students	1984-85 Divisions/ Districts	1985-86 Students	1985-86 Divisions/ Districts
- "Français"	5,748	10	5,774	9
- Immersion	11,012	22	12,632	22
- Basic French, Exposure, and Re-Entry	32,300	41	41,319	47
- Conversational French	52,284	58	46,829	57
TOTAL	**101,344**	—	**106,554**	—

2. Liaison
The Educational Support Services Branch of the Bureau de l'éducation française Division has assigned two education officers who assured liaison functions between the Bureau and schools which have French as the language of instruction. This includes 32 French-language schools and 67 schools offering a French Immersion program. Further to these part-time liaison functions, information sessions were held in various school divisions at their request. In addition to a close working relationship with the Department's other branches, it should be noted that liaison was also maintained with an increasing number of provincial and national associations involved with French-language education.

3. Research
During the last 15 months, the Bureau de l'éducation française Division via its Educational Support Services Branch has developed a number of pertinent documents relative to French Immersion education and quality of education in the French language. The Branch has also undertaken an in-depth study of the requirements in the area of the evaluation of French-language programs prepared by the Bureau de l'éducation française. The Branch has also maintained its working relationship with the curriculum assessment program consultants of the Program Development Branch (English Sector) and also with the Planning and Research Branch.

4. Data Collecting and Analyses
The collecting and analysis of enrolment data was completed in order to calculate, prepare and distribute French-language grants to school divisions offering "Français", French Immersion, Basic French and Conversational French programs. These data were also used in the preparation of documents showing the distribution of the various programs - "Français", French Immersion, Basic French and Conversational French programs. As well, these data were also used to forecast enrolment levels in the aforementioned

programs. The Branch was also involved in the reviewing and modifying of the Professional School Personnel Form used to collect information relative to the teaching personnel in the province.

5. Cultural Projects
With the cooperation of sixteen Manitoba cultural associations and eight out-of-province cultural organizations, the Educational Support Services Branch coordinated and helped in the realization of 26 cultural projects which benefited 18,000 students in the French-language schools and Immersion program schools of the province. In particular, the Branch participated in the production of eight cultural presentations such as "Show sont Nous" du Conseil jeunesse provincial, "Festival théâtre jeunesse", la "Chorale des Blés au Vent", etc. Six materials production workshops were developed and supervised by the Branch for the purpose of preparing students and teachers to better appreciate the various cultural activities offered. An emphasis was placed on encouraging local artists to perform in Manitoba schools. This year's priority was the piloting of a document on cultural integration. Implementation sessions were thus provided to French-language school teachers to assist them in implementing the cultural component in their daily teaching practices.

6. Recruitment of Bilingual Teachers
Close to 70 applications for teaching positions have been received by the Educational Support Services Branch in the area of French-language education. Many of those applications have been forwarded to superintendents and principals who have called upon the Branch's service to act as an intermediary between applicants and school divisions. At the request of eight school divisions, the Branch has been of assistance in the hiring of about 15 teachers in Manitoba.

7. Cultural-Educational Agreements
Under the France-Canada, Belgium-Canada and Québec-Manitoba agreements, the Educational Support Services Branch was involved in the realization of 31 projects for teachers and students. Twenty-two teachers and 3 curriculum consultants participated in professional courses in France and 2 teachers attended courses in Belgium. Also, 4 teachers attended courses in Québec. Twelve consultants from Québec came to Manitoba and presented workshops and seminars in areas such as Computer Science, production of instructional materials, pedagogy and other disciplines. The twinning of nine students from Manitoba with nine students from Québec for a six-month period was continued.

8. Adult Non-Credit Courses in French
During the year, this Branch has assisted in the funding of part of the tuition fees for nearly 3,000 adult students taking French courses through the four university institutions in this province - University of Manitoba, Brandon University, University of Winnipeg and the Collège universitaire de Saint-Boniface.

9. Contentious Issues
Since a number of the issues surrounding French-language education are contentious, liaison officers are called upon to act as mediators, resource persons and coordinators between differing parties.

Library and Materials Production Branch

The Library and Materials Production Branch includes a French-language library and an instructional materials production section. It is located at 200, avenue de la Cathédrale, in St. Boniface.

General Objectives

1. To provide leadership and professional support in the assessment, development, selection and use of various media as an integral part of the teaching/learning process, as pertains to French-language education;
2. To provide French-language printed materials, audio-visual software, and services to Manitoba's French-language teachers (Kindergarten to Grade 12), Department of Education employees and education professionals; and
3. To select, develop and produce French-language media materials for educational use in conjunction with curriculum needs in the province.

Activities

1. Production of Instructional Materials
The primary goal of the production section is to provide Manitoba's French-language teachers with instructional materials and resources needed to improve the teaching/learning environment.

Fron January 1, 1985 to March 31st, 1986, the following materials were produced:

Video Programs
- résolution des problèmes de mathématiques au niveau primaire (a co-production with C.U.S.B.)
- Grand-Père Cailloux à l'école Lacerte
- La forêt et le bûcheron
- Les danses de la 4e année
- Meurtres à la carte ou lire et écrire des énigmes policières
- Conférence ELCA TARRAB
- Conférence SITA ELDER
- Le Groupe LA ROCHE (interview)

Audio Programs
- Evaluation de l'écoute Grades 6 and 7
- Unité de communication Grade 9

Printed Materials
- Kit on Louis Riel
- Année internationale de la jeunesse (4 themes)

2. Micro-Computer Software Production
The Branch's objective in this area is to provide Manitoba's French-language teachers with micro-computer software needed to improve the teaching/learning environment.

A programmer was on staff until September 1985. The following is a summary of the activities during those five months:

A.T.E. (Work/Study Program)
Under the programmer's direction, three students dubbed, packed and sent more than 500 parcels consisting of two diskettes and from four to ten cards to more than sixty schools.

Production: (for Commodore)
- 8 modules: multiple choice of 15 to 25 questions (Biology, secondary)
- 17 modules: multiple choice of 15 to 25 questions (Basic French, elementary)
- 3 modules: for primary levels, (learning to read and count) with emphasis on graphics

STEP (Student Temporary Employment Program
Three students, under the programmer's direction, worked on this project for four months. The following is a summary of their activities:
- data entry for the films/video booking system
- updating the software catalogue
- finalizing the inventory of the less-utilized software
- updating the back-up system
- they also produced:
  - for Commodore: "Le système métrique"
  - for Apple: 12 modules

The remainder of the programmer's time was devoted to providing on-site or telephone references; informative, computer-awareness workshops and training on micro-computers; as well as expertise with regards to the computer automation of three branches of the Division.

3. Library
The Library, which consists of more than 53,000 items, has as its main goal the loan of printed materials and audio-visual software to users. The number of users now exceeds 2,252. These users can also benefit from the reference and information services provided by the Branch. In addition, a large selection of educational magazines is available.

This section is also responsible for school library services committees now meeting in two separate groups: professionals and non-professionals four times each during the school year.

Statistics (from January 1, 1985 to March 31, 1986)

- Loan of documents	58,911
- Requests (information)	1,625
- Requests (reference)	2,397
- Guided tours	135

Writers-In-Residence Program
Pierre Mathieu
Denis Côté
Darcia Labrosse
Michelle Provost
Roger Paré

Library Course
In cooperation with St. Boniface College, through the Québec/Manitoba Agreement, the Library and Materials Production Branch offered a course on the physical aspects of the library. Fifteen teachers attended.

Bibliobus (Bookmobile)
This new initiative has been in operation for three months and has, as its main objective, the publicizing of the Branch's collection to the most remote communities. The teacher responsible for the project has been visiting more than thirty schools in rural Manitoba, offering services that were well received by the hosting teachers.

Official Languages Programmes and Administrative Services Branch

This Branch supervises the Federal-Provincial Agreement for Official Languages in Education to maximize benefits for the Province. The agreement provides bursaries to students and teachers enrolled in French-language courses and programs. It also includes the Official Languages Monitors' Program and adult education opportunities. This Branch is also responsible for the preparation and control of the Division's budget and for all its administrative, clerical and secretarial services.

Activities

1. In 1985, as a result of federal/provincial negotiations, the Province of Manitoba received $2,356,800 in direct financing. These monies were used:
   a) for the continued shared-costs funding of many special projects, such as the St. Boniface Community College and the Bureau de l'éducation française's operational costs;

b) to assist 201 teachers in their pursuit of linguistic proficiency or pedagogical upgrading by offering them financial assistance so they could attend specialized courses at St. Boniface College or at other Canadian post-secondary institutions;

c) to provide scholarships to 441 post-secondary students who were pursuing their studies in the French language.

2. Under the auspices of the Council of Ministers of Education, Canada (C.M.E.C.), and within the terms of reference of the Official Language Bursaries Program as financed by the Secretary of State Department, the following occurred:

a) 24 Manitoba post-secondary students worked as language monitors in other Canadian provinces, while Manitoba received 51 monitors who worked in our public schools and universities;

b) 280 students each received a $1,260 bursary to participate in six-week second language courses offered by 49 Canadian institutions, while 260 students came to Manitoba to study French or English as a second language; and,

c) a total of 30 French-speaking Manitoban students participated in French-language summer programs: 21 at the University of Québec in Trois-Rivières, eight Grade 11 students at Jonquière, and one at Moncton.

Administration and Finance Division

Departmental Administrative Support Services Branch

The Administrative Support Services Branch facilities and coordinates the internal administration requirements of the Department through the provision and delivery of various administrative services. In addition, the Branch is responsible for various support functions provided to assist the delivery of education to all Manitobans. These functions include pupil transportation, special schools, field oriented assistance, provision of capital facilities and the administration of legislation and regulations.

Changes in Legislation - 1986

A new section was added to the Public Schools Act to provide an immunization program for all pupils entering school in any school division or school district for the first time. This particular item, directed at the eradication of measles, was accomplished with the cooperation of Manitoba Health and interested school officials including representatives of The Manitoba Teachers' Society, The Manitoba Association of School Trustees and The Manitoba Association of School Superintendents.

The Teachers' Pensions Act was amended. Important adjustments dealing with benefits for early retirements were implemented.

Manitoba Regulation 1/86, which repealed several older regulations respecting the Education Support Program, came into force.

Special Schools

South of township 23, by authority of section 207 of the Public Schools Act, the Minister of Education provides educational services for pupils resident in unorganized territory through the Special Schools section of the department. North of township 22, The Frontier School Division No. 48 acts for the Minister in this respect. In some instances, Indian Band and federal government involvement is necessary to accommodate pupils who would not otherwise be able to attend school. Several school divisions also co-operate and provide facilities.

The school at Falcon Beach is the Whiteshell Provincial Park is operated for children of residents of the entire area. It offers Grades 1 to 8 for some 25 pupils while others are transported to schools in Agassiz School Division No. 13 and Hanover School Division No. 15 for secondary education programs.

Pupil Transportation

Objectives

To promote the safe, adequate, efficient and economical operation of the Pupil Transportation system.

Activities

The section provided "state of the art" pupil transportation information through the regular production of newsletters for school bus mechanics and for pupil transportation administrators. Professional development sessions were held for administrators, school bus driver instructors and for school bus mechanics. School bus maintenance programs were analyzed through inspection of vehicles for replacement and through analysis of provincial "Every Bus Inspection Program" data. Recommendations were provided to local school boards where improvements were necessary.

The section also coordinated the development of school bus specification and the purchase of new school bus vehicles. New vehicle acceptability was evaluated through pilot model inspection, final inspection prior to delivery and the analysis of failures through a work order review and failed material. This information was used to negotiate with original equipment manufacturers for extended warranty and retrofit programs as well as specifications recommendation.

Every school bus accident was analyzed and local school boards were provided with this analysis for use in the further development of local driver training initiatives.

A school bus safety week campaign enlisted the support of Manitoba motorists, parents and the general public through radio advertisements. Safety material in the form of brochures and stickers was made available to support local programs. The theme of safety week was "Protect Our Children - You Can Make the Difference."

Statistics	1985	1984	1983	1982	1981
Buses a) division owned	1,636	1,578	1,552	1,544	1,571
b) contract	225	263	292	308	342
Eligible transported pupils	55,845	56,203	56,251	55,616	56,441

Finance Branch

The Finance Branch is responsible for the provision of accounting services to the Department of Education and for the provision of accounting and administrative services to the Public Schools Finance Board.

For the Department of Education this consists of all voucher accounting services for the school side of the department. Also included, is the provision of financial data for expenditure monitoring purposes.

Included in the services provided to the Public Schools Finance Board are an ongoing review and assessment of the Government Support to Education Program and the calculation and payment of support to school divisions. The Branch is also responsible for the administration and financial reporting included within the FRAME accounting system for school divisions.

Public Schools Finance

The Education Support Program which was the funding mechanism for school divisions in Manitoba from 1981 to 1984 inclusive was replaced in 1985 by a support program consisting of two different funding methods:

a) Government Support to Education Program

b) Variable Block Program

This support program which replaces the Education Support Program provides the 47 school divisions and 7 remote districts with substantial revenues while at the same time they continue to derive revenue from other support, other revenue and a special levy on real property.

A. Support Program

The Government Support to Education Program and the Variable Block Program are established by the Provincial Government in the Public Schools Act and in related regulations and are administered by the Public Schools Finance Board. The G.S.E. and Variable Block Programs are each comprised of the following four components:

1. Categorical Support
2. Block Support
3. Equalization Support
4. Capital Support

Categorical Support

Categorical support is the same for both the G.S.E. and the Variable Block Program.

ELIGIBLE ENROLMENT is the enrolment on the preceding September 30th less non supportable pupils.

1. *Transportation Support* is $410 per transported pupil plus 62.5¢ per loaded kilometer for distance per bus route in excess of 80 loaded kilometers per day, but may not exceed the transportation expenditures.

   A transported pupil is defined briefly as a pupil who lives farther than one mile from school and who does not reside in a city, town or village.

2. *Special Needs Support* is the total of (a), (b), (c) and (d) but may not exceed the total expenditures for special needs.

   a) Coordinator and Clinician support based on the number of eligible units determined by dividing the eligible enrolment for 1984 or 1985, whichever is greater, by 900 and adding one for any remainder, or the number of qualified personnel employed, whichever is the lesser,

   multiplied by: $34,100 for one coordinator and $31,000 for each remaining clinician plus an additional 10 percent for administration in divisions which provide their own services.

   b) High incidence support based on the number of eligible units determined from the following schedule:

Eligible Enrolment	Number of Eligible Units
Greater than 2,275	Divided by 325 and add 1 for any remainder
2,275 or less but greater than 1,800	7
1,800 or less but greater than 1,350	6
1,350 or less but greater than 1,050	5
1,050 or less but greater than 750	4
750 or less but greater than 450	3
450 or less but greater than 300	2
300 or less but greater than 150	1
150 or less	0

or the number of qualified personnel employed, whichever is the lesser, multiplied by $23,000. If so desired, two teacher-aides may be employed instead of one qualified teacher.

Personnel employed as special, resource, occupational entrance teachers or teacher-aides or as teachers of the gifted for 100 percent of their time are included.

Maximum number of occupational teachers which may be supported is the total number of eligible units divided by 10 and if there is any remainder add one.

c) Low incidence I support based on $3,300 for each pupil who is trainable mentally handicapped, moderately multi-handicapped, severely physically handicapped, severely hearing impaired, severely visually impaired, very severely learning disabled or very severely emotionally disturbed.

d) Low incidence II support based on $6,600 for each pupil who is severely multi-handicapped, severely psycotic or autistic or profoundly deaf.

3. *Vocational Industrial Support* is the total of

a) the number of eligible units determined by dividing the full time equivalent enrolment in vocational industrial programs by 15 and adding one for any remainder, or the number of qualified personnel employed, whichever is lesser, multiplied by $23,000, and

b) the number of eligible units determined by dividing the enrolment in cooperative vocational education programs by 15 and adding one for any remainder, or the number of qualified personnel employed, whichever is lesser, multiplied by $23,000,

but may not exceed total expenditures on the programs.

a) includes one unit for a vocational coordinator in the Red River Vocational area.

4. *English as a second language immigrant support* is the full time equivalent immigrant enrolment multiplied by $660, but may not exceed the approved expenditures for salaries, supplies and equipment, in the English as a Second Language Program for Immigrants.

5. *Native language development program support* in a division where the full time equivalent native enrolment on the preceding September 30 is:

a) one percent or less of the eligible enrolment, the FTE native enrolment multiplied by $660

b) greater than one percent but not greater than 15 percent, the FTE native enrolment multiplied by $440

c) greater than 15 percent but not greater than 30 percent, the FTE native enrolment multiplied by $220

d) greater than 30 percent, the FTE native enrolment multiplied by $110

but may not exceed the approved expenditures for salaries, supplies and equipment in the language development program for natives.

"Native" refers to Non-Status Indians and Metis pupils.

6. *Curricula materials support* is $40 per pupil, $30 of which must be expended through the Manitoba Text Book Bureau. Any unexpended balance of the $30 remains as a credit at the bureau. The remaining $10 is primarily for computer software.

7. *Compensatory support* is funding for 100 percent of the costs of new approved programs. In most cases, school divisions apply for funding on the basis of school level eligibility and programs at school level.

Programs are approved where the schools population is from families reflecting a significant percentage of:

- low income
- unemployment
- low educational level of parents
- mobility or migrancy
- single parents
- English or French as a second language

8. *Small schools support* is provided for small elementary and secondary schools as follows:

Elementary - $4,000 plus $25 for every pupil in excess of 25 pupils

Secondary - $8,000 plus $25 for every pupil in excess of 25 pupils

A small elementary school is defined as a school with grades from K to 9 which when you divide the total enrolment by the number of grades taught, the result is less than 15.

A small secondary school is defined as a school with grades 9 and over in which the total enrolment is less than 200.

If a single school is eligible as both a small elementary and a small secondary school, only one grant is provided and that is whichever is the larger dollar amount.

9. *Bilingualism support* is provided in the following categories:

Français FTE pupils x $250

Immersion FTE pupils x $250

Basic FTE pupils x $100

Conversation FTE pupils x $50

10. *Early Identification support* is funding to assist school divisions in their attempts to provide appropriate educational programing to children with special needs upon their entrance into school. This involves screening, confirmation of a child's special needs through diagnostic assessment, appropriate educational intervention and evaluation of the child's progress.

11. *Heritage language support* is provided in the following categories:

    Bilingual - FTE pupils × $250

    Basic - FTE pupils × $100

    To receive funding for basic heritage programs, divisions must teach the heritage language for at least 30 minutes a day, five days out of six days.

Block Support and Equalization Support

Government Support to Education Program

WEIGHTED ENROLMENT - the eligible enrolment increased by weightings related to:

declining enrolment

economies of scale

northern allowance

teachers' qualifications and years of experience.

NET OPERATING EXPENDITURES for each school division is the total operating expenditures less revenues from the Federal Government, other school boards, opted out Indian Bands and other revenue including revenue from the Manitoba Government obtained from sources other than from appropriation 16-3-a but excludes Institutional Programs.

SUPPORTABLE EXPENDITURES for each school division is the greater of:

1) net operating expenditures for the school division for the preceding calendar year, or

2) net operating expenditures for the school division for the preceding calendar year,

divided by

eligible enrolment for the preceding year

multiplied by

eligible enrolment for the current year.

BLOCK SUPPORT is the lesser of:

i) $2,137 multiplied by the weighted enrolment for the division, and

ii) 66.1 percent of supportable expenditures for the division less categorical grants.

In order to ensure that school divisions receive full "categorical" funding, additions for 1985 in compensatory, early identification, small schools and low incidence I and II categories are provided so that no reduction is made in the block funding.

EQUALIZATION SUPPORT is supportable expenditures for the school division less block and categorical support multiplied by the equalization factor:

$$1 - \frac{\text{BAPP of the School Division}}{\$26{,}805}$$

where BAPP denotes balanced assessment per pupil.

$26,805 is the highest balanced assessment per pupil in the province in 1985.

MINING AGREEMENT REVENUE. For school divisions receiving revenue from mining agreements, the equalization support for the year is reduced by the Mining Revenues received in the preceding year.

Variable Block

In order to ensure that divisions do not receive less block and equalization support in 1985 than they received in 1984, some divisions receive funding by the variable block method.

Block and Equalization Support is the total of the support provided to the division in the Education Support Program and Other Support for the following five components:

Basic Operating Support
Pupil Support
Extra Operating Support
Eligible Expenditure Supplement
Equalization Supplement

or, if greater, the total of the five components divided by the 1984 eligible enrolment with the result multiplied by the 1985 eligible enrolment.

Capital Support

CAPITAL SUPPORT is the same for both the G.S.E. and Variable Block Programs and consists of the following:

1. support for school construction
2. support for buses used for pupil transportation
3. support for vocational equipment
4. support for major capital projects in the main categories of building programs, upgrading programs and renovations
5. support for minor capital items which is determined for each division as:

$$\frac{\frac{A}{B} + \frac{C}{D}}{2} \times \$3{,}000{,}000$$

where A = sum of ages of active school buildings in the division.

B = sum of ages of active school buildings in the Province.

C = sum of areas of active school buildings in the division.

D = sum of areas of active school buildings in the Province.

Financing

The Government Support to Education Program and the Variable Block Program in total are financed from consolidated revenues of the province and an across the province levy on farm and residential and other property.

For 1985 the rates are 43.7 mills on farm and residential and 81.7 mills on other property.

B. Other Support And Other Revenue From The Manitoba Government

The Provincial Government also provides other support/revenue towards the operating cost of school divisions. This support/revenue includes grants for Shared Services, Non Residents, Special Needs (multi-sensory), Institutional Programs, as well as Evening School, English as a Second Language for Adults, and In-Service.

C. Other Revenue

School divisions receive other revenue from a variety of sources including the Government of Canada, opted out Indian Bands and other School Boards.

D. Special Levy

The remainder of the total education revenue requirements for each school division is made up through a special levy. This special levy is raised on the assessable property within each school division. The mill rates, therefore, vary throughout the province.

E. Government Support

Through the G.S.E. and Variable Block Programs and other support the Provincial Government supported over 53 percent of education costs in Manitoba in 1985.

Management Information Services Branch

The Management Information Services Branch is responsible for the development, implementation and maintenance of computer based systems. These systems provide decision support for the management functions of planning, operating and control; as well as routine administrative activities. The branch is also responsible for the ongoing operation of the computer centres, as well as providing other office automation services such as document processing and networking. Academic and administrative support facilities are provided to the community colleges and the public schools of Manitoba.

Activities

1. The Professional School Personnel system (PSP) was installed in 1984 as a replacement to the Teacher Information system. It was enhanced during 1985 to include teacher experience information. Teacher information is now directly available via terminals to authorized personnel of the Manitoba Teachers Society and Manitoba Education. An individual school division can access its own data by special arrangement. A fourth generation language called FOCUS is used for information access. This language requires a minimal knowledge of computer programming.
2. A new computer assisted microfilm system to record and retrieve high school student marks was proposed and approved for implementation next year. The new system will serve as a back-up to divisions and schools for production of transcripts.
3. Manitoba's Student Aid system was expanded to permit: the direct input and inquiry of multiple applications for any student; the processing of Canada Student Loan and Manitoba Government Bursary award reviews; the processing of all other provincial student assistance programs; the direct input and inquiry of Student Aid Appeal Board and Student Services information.
4. The Public School Finance Board grants system was enhanced to accommodate the 1986 funding formulae. This system assists Manitoba Education to plan, determine and administer public school grants.
5. A microcomputer version of the public school financial accounting system (FRAME) was introduced in the fall of 1985. This allows school divisions the option of submitting their budget or financial statements via electronic means.
6. IBM's Distributed Office Support System (DISOSS) was introduced to the department's senior staff group. This office automation system offers electronic mail, document preparation and distribution and access to library services at Manitoba Data Services.
7. A fully integrated computer system was implemented for the processing of college student records. Student admission, registration, tuition accounting, marks processing and report requests are now processed using terminals located in the administrative offices of the three

community colleges. In addition this system allows for direct registration of students participating in adult education as well as evening classes.

8. The Red River Community College (RRCC) Learning Resources Centre library computer system was enhanced to transcribe the resource card catalogue onto microfiche. The microfiche allows patrons to search by author/title/subject and provides a back-up to the computer system. A version of the RRCC system was installed at Assiniboine Community College, Brandon, Manitoba.
9. Computer suppliers were requested to propose a new computer system to be installed at RRCC. This new computer system is required to accommodate the community college's growing academic and administrative requirements. These requirements include the Computer Analyst/Programmer course, computer literacy, computer managed learning (ICBL), networking, office automation, and other administrative functions. The proposals submitted by the computer suppliers are currently being evaluated.
10. An information centre has been established at the Robert Fletcher Building, 1181 Portage Ave., Winnipeg. The centre will provide a focal point where staff can obtain consulting, training, trouble shooting, information extracts and advice regarding new computer products.

Teacher Certification and Records Branch

The Teacher Certification Office is responsible for the following activities:

1. The evaluation of teacher qualifications for certification and teacher salary classification purposes;
2. The maintenance of a teacher records system;
3. The issuance of statements of professional qualifications of teachers;
4. The provision of statistics on teachers as required by the Department of Education and other educational bodies;
5. The maintenance of liaison with educational authorities in matters dealing with teacher education and certification.

The Board of Teacher Education and Certification

The Board of Teacher Education and Certification is a body which advises the Minister of Education on matters dealing with teacher education standards for certification, and policy governing the assessment of teacher qualifications for certification and salary classification purposes.

The Evaluations Committee

The Evaluations Committee is a body which adjudicates complaints by teachers on decisions made by the Teacher Certification Office.

During 1985, 35 cases were heard during seven meetings.

Certificate Review Committee

The Certificate Review Committee advises the Minister of Education on any case in which a teacher's certificate is to be reviewed for any cause which the Minister deems sufficient.

Student Academic Records

Objectives

Student Academic Records is responsible for providing services to high school students, parents, the public and school officials related to:

1. Issuing of official transcripts of academic achievement.
2. Appraisal of academic credentials upon request.

Independent Schools

Through the services of a departmental liaison officer, Manitoba Education has continued liaison activities with independent schools so that current information would be available. As a result the boards of independent schools are kept fully informed with regard to program requirements and funding criteria. Such monitoring is routinely carried out through the Administration/Finance section of Manitoba Education.

Enrolment - Independent Schools: September 30, 1985:

Spec. Ed.	N	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
6	230	509	653	650	665	677	684	704	780	735	795	776	792	995	9,651

Home Schooling

Provision is made in clause 261(b) of the Public Schools Act for parents to educate their children at home. The original intent of this clause was to accommodate parents of children who could not attend school for reason of illness, distance or other acceptable cause.

In response to the increasing number of parents who have elected to educate their children at home the Department of Education has accepted responsibility to ensure that the children are receiving an education equivalent to that provided in the public school system and to provide consultation, testing and supportive services.

In 1985/86 160 children from 116 families were being educated at home.

Post-Secondary, Adult and Continuing Education Division

The Post-Secondary, Adult and Continuing Education (PACE) Division includes the three Manitoba Community Colleges, Assiniboine in Brandon, Keewatin in The Pas, and Red River in Winnipeg, the Adult and Continuing Education Branch, the Post-Secondary Career Development Branch, the Student Aid Branch and the Student Aid Appeal Board as well as a branch responsible for Administration and Finance.

Its mission is:

- To increase accessibility to post-secondary education for those individuals and groups who, due to cultural, socio-economic, geographic or other factors, have participated only marginally in post-secondary education.
- To increase integration in the development and delivery of services in order to increase the cumulative benefit derived from the variety of educational services within post-secondary education.
- To increase flexibility in the delivery of education and training so that the post-secondary education system can respond to diverse learning needs.
- To increase the capability of post-secondary education as a major contributor to human resource development.

During the period under review, PACE continued with the implementation of the new strategy for training in post-secondary education that had been announced by the Minister of Education in the spring of 1984. The strategy comprised five very specific goals that related directly to the mission of PACE:

1. To develop adaptive and flexible training for new social and economic conditions;
2. To develop and foster adult education;
3. To increase accessibility and equality of results;
4. To develop an integrated success-based student support system; and
5. To enlarge the capacity to market the human and technical skills of the province.

The initiatives being developed are broad-based and wide-ranging as they relate to the design, delivery and approach to post-secondary training. Major initiatives included:

- Gradual modularization of training programs
- Expansion of computer assisted learning
- Generic skills training
- Increased use of high schools in training
- Integration of training with economic development priorities
- The use of modern technology to deliver programs at a distance
- Expansion of community-based training through outreach centres
- Increased opportunities for part-time study
- Accreditation for non-formal training programs and experiental learning
- Redesign of adult basic education training
- Broadened access programs for women and handicapped workers
- Increased linkages between student aid and the other special student access areas
- Development of a computer-based student assistance and counselling system
- Establishment of an integrated student financial and academic counselling network
- Creation of community advisory boards for each of the community colleges
- Development of new programs in adult English as a Second Language and literacy
- Establishment of an international technical assistance office and increased involvement in international education
- Greater focus on staff and professional development.

In the area of international programs, the Kenya Institutes of Technology Project, a $5 million, five-year technical assistance activity, was successfully coordinated and managed, and will continue for another two years. Twinning relationships were initiated between the Manitoba Community Colleges and both Dar es Salaam Technical College in Tanzania and Ukamba Agricultural Institute in Kenya. A seminar on Emergency Nursing Care was delivered in Kuwait. Proposals, projects, reports and participation included the Middle East, Tanzania, People's Republic of China, Seychelles, Namibia, Kenya, Lebanon, and Ethiopia. In addition, bids were tendered and more than 50 international students, sponsored by countries or foundations, attended the Manitoba Community Colleges.

PACE management and the MGEA have been involved in joint Career Options retraining/redeployment effort for PACE employees. The purpose of the program is to assist the community college system in Manitoba to keep abreast with technological advances and the changing needs of the labour market while maintaining employee job security.

Retraining activities involved more than 30 employees and provided a future-focused approach toward the development of existing college staff rather than the traditional alternative of lay-off and new hiring. Career Options, overseen by a joint PACE/MGEA committee, operated with Manitoba Jobs Fund monies in the 1985/86 fiscal year.

Details of specific activities related to the initiatives can be found in the reports of the branches and the community colleges.

In September, 1982, the Province signed a three-year agreement with the Government of Canada whereby the Province would provide institutional training using the resources and facilities of the community colleges and other training facilities. The National Training Act Agreement was subsequently extended to March, 1986. Manitoba will receive over $21 million from the Government of Canada for institutional training delivered during 1985-86. Between January 1, 1985, and March 31, 1985, the Province received $6 million. A new National Training Act Agreement currently is under negotiation.

The Programming and Personnel Branches, which had been a part of the PACE Division, were disbanded with the majority of staff relocated to the community colleges.

Manitoba Community Colleges

Objectives

The Manitoba Community Colleges provide educational services at the post-secondary level to adult learners in Manitoba. Programing includes day and evening courses in trades and technologies, applied arts and business, health sciences and continuing education. The courses are offered to those persons who wish to acquire or upgrade marketable skills or social and academic skills.

Three major centres, Assiniboine Community College (ACC) in Brandon, Keewatin Community College (KCC) in The Pas and Red River Community College (RRCC) in Winnipeg, deliver community college programs throughout the province.

Preliminary enrolment statistics for the fiscal year 1985-86 indicate that overall enrolment at the three community colleges will be down very slightly from 1984-85. While enrolment in regular day courses remained at the same level as the previous year, both Adult Basic Education and Evening course enrolment suffered a decline. However, the colleges did show a substantial increase in enrolment in the Special, Short, Refresher and Completer course category.

Red River Community College

Red River Community College is the largest of Manitoba's three community colleges. Serving Winnipeg and southeastern Manitoba in approximately 25 locations, Red River's 650 full-time and 350 part-time staff deliver over 85 programs to about 25,000 students annually.

The College's mission is expressed in a set of six statements as follows:

Red River Community College is a comprehensive regionally-based community college dedicated to the encouragement and facilitation of life-long career and personal learning opportunities for adult Manitobans.

The College is also dedicated to the provision of service to the community to the full extent of its ability.

The College is flexible and adaptive, engaging the community in ongoing and meaningful dialogue to ensure programing that is economically and socially relevant.

The College is committed to the growth, well-being and personal success of each individual student and staff member and to the spirit and practice of collegiality in College affairs.

Red River prides itself in its ongoing commitment to the provision of increased opportunity for the disadvantaged and to the highest standards of excellence, innovation and positive leadership throughout the full range of College endeavour.

The College will increasingly create partnerships to meet a variety of community needs, linking appropriate users and providers.

This statement of mission is further defined by a series of 12 college goals supported by direct commitments of performance in the College's recently completed strategic plan.

Red River's programing and services are established and maintained on a geared-to-industry basis. Program Advisory Committees, comprised of students, faculty, graduates, and representatives from business, industry, labour, government and community agencies keep the College abreast of the changing needs of the marketplace as well as the opportunities for student on-the-job and graduate placement. For many College programs, students receive part of their training in hospitals, personal care homes, day care centres, bakeries, newspapers, advertising agencies and other business and industrial locations in addition to on-campus instruction.

Changing Environment

Over the past year, the College has undertaken a comprehensive review of its traditional market and client base, college organization, and overall strategic direction in light of the significant changes occurring in the current and future environment for community colleges.

Much has been written about the change from the industrial to an information society with its emphasis on services and a technologically-based economy.

Community colleges face significant shifts, employer demands, student needs and characteristics, instructional delivery, and program resources. Much of community college programing in the next five to ten years will undergo a series of gradual changes (and some not-so-gradual) to adapt itself to changing realities and economic circumstances. The colleges are increasingly involved in a competitive market for post-secondary programs and services.

The development of a college strategic plan as a major accountability and communications document was intended as a fundamental rethinking of Red River's future as a post-secondary institution and its role as a major contributor to the social and economic well-being of Manitoba. The aim was to position the College to anticipate changes rather than simply react to them.

College Reorganization

The College was reorganized to better reflect its client markets and services. The College was restructured into four sectors, each led by one of four vice-presidents reporting to the College president. The four sectors are Academic Services, College Development and Extension Services, Student Services and Administrative Services.

The Academic Services sector was structured in the form of five Divisions: Applied Arts; Business; Health, Family and Applied Sciences; Technology; and Trades. Each academic Division is led by a dean. Department heads represent the various programing areas appropriate to each Division.

The College Development and Extension sector has six senior program development officers each reporting to the vice-president. Each officer is responsible for a programing area generally corresponding to the areas represented by the five academic divisions above. Unlike the full-time institutionally-based emphasis of Academic Services however, each directorship is mandated for the development and delivery of predominantly part-time general interest, job or industry-related training. The sector also includes a Development Education Division led by a dean and responsible for adult basic education language (ESL) and job readiness training.

The Student Services sector is organized to provide integrated student services and support from student recruitment to graduation and job placement. The sector brings together student recruitment, admissions and registration, counselling and assessment, day care, the resource centre for the handicapped, the tutorial centre, the health centre, and physical education.

College Administrative Services added the personnel, payroll and vouchering functions to its area of responsibility as part of a PACE initiative to decentralize day-to-day administrative and financial functions to the colleges. In addition to personnel, payroll and vouchering, the Administrative Services sector includes finance and accounting, print centre, media services, staff services, facilities and plant, the bookstore, materials management, and computer systems components.

A Community Advisory Board with broad community representation was appointed by the Minister to advise on community affairs and College activities.

Accessibility and Flexibility

Activity aimed at increasing the accessibility of adult Manitobans, particularly those from groups which have traditionally participated only marginally in post-secondary education, continued to be a major College focus.

Competency Based Learning (ICBL) program development and delivery continues to be a major College undertaking. Seven programs are being delivered in the ICBL mode and 12 additional programs are under development or transition to the ICBL format.

The position of native counselor was established to provide dedicated counselling and referral services for the College's approximately 500 students of native ancestry.

Four new programs provided an integrated delivery mode of academic upgrading and vocational programing for special needs students in Business Accountancy, Child Care, Practical Nursing and Sheet Metal. A total of six integrated programs currently serve 135 students.

The College is delivering Civil and Electronic Technology training as part of the Limestone Training Program.

The number of College programs which will accept General Education Development (GED) tests and certificates of Grade 10, 11 or 12 equivalency was raised from 14 to 38.

The percentage of targeted students in College programing, exclusive of Developmental Studies and Apprenticeship, was about 20 percent.

Integration

Activity aimed at integrating the development and delivery of programs and services resulted in a number of significant accomplishments.

A high risk student identification system was established to enable early identification and contact with students requiring special support to ensure successful graduation.

An on-line student information system incorporating a Permanent Student Number (PSN) became opera-

tional in March of 1986. The PSN system will significantly strengthen the College's ability to identify and support the high risk learner. The PSN system is a major step in the development of an integrated student support system incorporating the student advisory system, remedial assistance services, and an effective tracking and follow-up mechanism.

The College's Language Training Centre was relocated from Britannia School to the Massey Building in the Winnipeg Core Area. With Child and Family Services and Employment Services and Economic Security's Immigration and Settlement Services Branch, the facility provides integrated services to newcomers to Canada at a single location.

Rural Outreach

The College's Portage la Prairie Regional Extension Centre was opened in the fall of 1985 and completed its first full quarter of operation in March of 1986. The Centre provides community-based training and extension programing geared to community needs and requirements throughout south-central Manitoba. The January to March 1986 enrolment in 16 course offerings exceeded 250 students. The Centre is expected to serve in excess of 1,000 students annually.

Human Resources Development

The College has moved to put a greater emphasis on human resource development and renewal in order to ensure that its most critical resource - its instructors - are ready for the challenges ahead. A comprehensive program of staff development and renewal was implemented within the College. The program is supported by a recently completed human resources development policy and recently established procedures on financial assistance for industrial and academic leave.

Twelve College members participated in the joint PACE/MGEA Career Options program over the past year. Participants had the opportunity to acquire new skills of benefit to both their own job security and the quality, accreditation and continued delivery of selected College programs.

Programming

Three new programs were offered in September: Applied Photography, Institutional Food Supervisor and Legal Assistant. Sixty-four students were enroled in these programs.

Two programs in the Technology Division received external academic accreditation by the Manitoba Society of Certified Engineering Technicians and Technologist (MANSCETT). The Civil Technology and Mechanical Engineering Technology programs were the first two-year programs to receive MANSCETT accreditation in Manitoba. In addition to provincial accreditation, the programs were recognized by the national accreditation body, the Canadian Council of Engineering Technicians and Technologists.

In the Health, Family and Applied Sciences Division, the Medical Laboratory Technology program received national accreditation from the Canadian Society of Laboratory Technologists.

A program advisory committee policy was finalized in January. The policy affects over 800 members from business, industry, labour and the community who form the College's 65 program advisory committees and represents the College's renewed commitment to the direct involvement of employers and the community in college programing.

Last summer, the College opened Building M, a new $6 million automotive/diesel shop facility on the Red River's main campus. The facility covers 46,000 square feet and houses the College's automotive and diesel trades apprenticeship programs.

The College's Advanced Manufacturing Centre has been equipped and will be open to students in October 1986. The Centre contains a computerized lathe, milling machine, two robotic units and CAD/CAM units used to program and model robotic manufacturing operations.

In February, the Minister announced Cabinet approval to proceed with the architectural planning for a new $4 million Learning Resources Centre (library) on the College's main campus.

In conjunction with the Canada Employment and Immigration Commission and Manitoba's Department of Employment Services and Economic Security, the College established a proposal review and approval process for programs and projects seeking funding under the federal government's Canadian Jobs Strategy. Over 360 proposals from both the private and public sector have been reviewed by College staff.

The College also instituted a rigorous, cyclic program evaluation policy to ensure that its graduates are well-regarded and in high demand.

A program of Canadian Studies was initiated, which included development of a specific subject as well as a visiting authors' series.

Successful Completion

Graduation exercises for diploma and certificate course graduates were held in two large commencement ceremonies at the College on June 25. As is characteristic of a community college, a number of smaller graduation exercises occurred at various times throughout the year as students completed their courses and left the College.

Red River Community College and Manitoba Community Colleges rank at or above the national average for graduate job placement. A Statistics Canada survey conducted in 1984 and focusing on 1982 graduates of one and two year programs found:

- 85 percent of Manitoba graduates from one-year programs were employed compared to 70 percent nationally; and
- 91 percent of Manitoba graduates from two-year programs were employed compared to 85 percent nationally.

Red River's job placement average has been consistently above 80 percent.

Assiniboine Community College

Objective

Assiniboine Community College's main objective is to provide an opportunity for individuals to acquire the skills and knowledge that will enhance their life-long economic security and personal development.

Activities

Assiniboine Community College offered 28 full-time day courses in the 85/86 academic year, as well as an extensive selection of continuing education, special, business, industrial, and agricultural programs. Courses range from short training durations to one year certificate and two year diploma programs. The College's courses may provide pre-employment training, opportunities for upgrading previously acquired skills, or retraining in a different occupation.

Within the past 15 months, the college has undergone some reorganization. The Community Programs Division, which includes agricultural, industrial, business and continuing education programs, has been expanded to include a new regional centre, the Parkland Campus in Dauphin. The Administration and Student Services Division now includes the Student Assistance Centre and the Learning Resource Centre under its auspices. The Post-Secondary and Skills Development Division has been reorganized into three sections, Applied Arts and Developmental Studies (which now includes Nursing Education), Business Education and Engineering Technology and Trades.

September 30, 1985, was the date of the first meeting of the newly formed Assiniboine Community College Advisory Board. The Board consists of 15 members, drawn from business, labor, post-secondary education, the student body and the community. Board members elected Douglas C. Murray, representing the Brandon Chamber of Commerce, as their chairperson, and Gordon A. Fischer, representing the Brandon and District Labor Council, as their vice-chairperson. The Board has met four times as of March 31, 1986.

Assiniboine Community College was an active participant in Brandon's first Career Symposium, held March 4 and 5, 1986, at the Keystone Centre. The large display included a tri-college information centre, an extensive Post-Secondary/Skills Development display featuring a section on computer assisted drafting, computer technology, broadcast arts, and business/word processing, as well as a Community Programs display featuring applied agriculture, distance education, and power engineering sections. The symposium was a very successful venture and it is expected to be an annual affair.

Post-secondary and Skills Development Division

Applied Arts and Developmental Studies

This section is responsible for the following full-time day courses:

Adult Basic Education
Adult Literacy
Child Care Services
Commercial Art
Practical Nursing
College Preparation Program
Correctional Officer
Community Social Development Worker
English as a Second Language

Within the past year, this section developed and piloted many Individualized Competency Based Learning materials in the areas of mathematics and communications.

A new integrated Child Care program was offered for the first time during the 85/86 academic term to native students who lack the prerequisites for regular course admission. This integrated program includes academic upgrading in conjunction with the regular Child Care curriculum. Fifteen students were admitted to the first integrated program in September, 1985.

This past year, increased emphasis has been placed on the course advisory committees. They provide the college with valuable information which assists in keeping courses current and relevant. These committees have also assisted the college in articulating with other educational institutions. The Applied Arts and Developmental Studies section received a grant from the Harari Foundation to teach 15 Lebanese students English as a Second Language. They will then pursue their studies in the areas of Electrical Technology and Business Administration.

Business Education

The section was responsible for the following full-time day courses:

Business Accountancy
Business Administration
Secretarial

The Secretarial program has been identified as the first business program to be converted to the ICBL method of delivery. To date a competency chart has been produced by practicing community secretarial personnel using the DACUM (Designing a Curriculum) approach for skills identification. One instructor has been developing the typing skills, learning guides, student activities and evaluation instruments since December of 1985. Other skill areas will be developed as staff can be released from instructional duties. The target date for completion of this development is September, 1987.

Engineering Technology and Trades
This section delivered the following full-time day courses:

Agricultural Mechanics
Architectural Drafting
Carpentry and Woodworking
Electrical
Electronic Technician
Farm Machinery Mechanics
Heavy Duty Mechanics
Machine Shop
Motor Vehicle Mechanics
Motor Vehicle Body Repair
Piping Trades
Recreational Vehicle Technician
Telecommunication Technician
Computer Technology
Electrical Technology
Welding

In addition, this section was responsible for apprenticeship training in the following trades:

Construction Electrician
Heavy Duty Equipment Mechanic
Industrial Instrument Mechanic
Motor Vehicle Mechanic

The development of six courses into ICBL format is continuing.

The section has assisted the Community Programs Division in the delivery of non-traditional trades for women which included ten trade areas as well as Carpentry for Natives.

In cooperation with Canadian Forces Base Shilo, an upgrading and trades qualification program was offered to allow service personnel to upgrade their qualifications to civilian standards.

Working relationships with industry, other government departments and the community at large have been actively developed. To date, some 22 companies have utilized college facilities for upgrading personnel.

Relationships with other training institutions have been actively pursued. Credits are now being offered to graduates of vocational high schools for various areas of study in mechanics, and an exchange of credits has been established between the University of Manitoba's agricultural diploma program and college programs.

Community Programs Division

This Division has had a busy and productive year. Post-Secondary, Adult and Continuing Education (PACE) objectives of accessibility and flexibility have been addressed by involvement in an ever-increasing diversity of course offerings.

Over 100 off-campus courses have been delivered in Brandon and many different rural centres. Delivery methods have been diversified including offering two courses on the local access TV channel. These courses are also available in BETA and VHS format for home study.

The Distance Education department has developed and delivered another business telecourse, Starting a Business. The agricultural training department has developed the distance education course, Soils and Crops. This accredited course, using video, written materials, and teleconferencing attracted 26 students throughout the province in its initial offering.

Communities served by the Community Programs Division were:

Baldur	McCreary
Boissevain	Oak Lake
Brandon	Ochre River
Birdtail Sioux	Reston
Camperville	Russell
Dauphin	Shilo
Ebb & Flow	Ste. Rose
Gilbert Plains	Swan River
Grandview	Sioux Valley
Hamiota	Virden
Killarney	Winkler

In the area of agricultural programs, the college continued to run courses at various locations throughout the province. The following is a list of some of these programs:

- Institutional Training Component - Agricultural Skills - for Parkland Agricultural Project (new program).
- Farm Skills at Rockwood Institute in Stony Mountain.
- Farm Equipment Operation in Brandon and Portage La Prairie.
- Applied Agriculture (year one) in Brandon, Morden, Dauphin and Fisher Branch.
- Farm Equipment Operations for Women in Shoal Lake, Neepawa, Minnedosa (new program).

Adult evening programs offered 12 new subjects including a course for Licenced Practical Nurses called Additional Skills, which proved so successful that these skills are being considered for inclusion in the full-time program. An increasing number of people have taken advantage of the Heart Saver and Basic Cardiac Life Support programs. Manitoba Government Services has purchased land and buildings from Dauphin Cooperative for the purposes of establishing a satellite centre, the Parkland Campus in Dauphin.

The college had been operating a small satellite centre in rented facilities in Dauphin for the past 12 years. The first phase of renovations was completed in February, 1986, and the second phase is underway, to be completed by September of this year. Existing materials and equipment were moved into the new premises in March, 1986.

Administrative and Student Services Division

This Division is responsible for all of the services provided at the College in support of applicant, student, staff, program, and administrative needs.

The division consists of three departments as follows:

Administration, Finance and Personnel
This department provides general administrative, accounting and personnel services to all sections of the College. It also includes general stores, print shop, bookstore and switchboard.

Educational Support Services
This department is responsible for the Learning Resource Centre, Audio-Visual, and Computer Services. The Learning Resource Centre, (LRC) provides a wide range of informational services to the College's students and staff. The LRC has more than 28,000 titles of books and audio-visual items and subscribes to more than 300 periodicals.

The Audio-Vidual section supplies and maintains a comprehensive inventory of audiovisual equipment for use by the College's instructional staff. In addition, this area also provides a television studio for producing educational television programing for use in the classroom, on cable television, or wherever such programing is required.

The Computer Centre provides support to both the educational and administration functions of the College. The College's recently upgraded VAX computer provides computer managed learning, word processing, the use of a variety of programing languages, and communications for more than 200 students and staff who regularly use the facility. Local area networks for IBM Personal Computers are being installed for administration, word processing instruction, and instructional work areas. Most major business applications software is available for use on more than 50 IBM and IBM compatible computers at the College.

The Student Assistance Centre (SAC)
The SAC is an integrated, one-stop, student support centre which offers a wide range of services including admission services; career, academic and personal counselling; diagnostic and placement testing; physical education; and special support programs for native and international students. The physical and functional integration with admissions has facilitated pre-entry services re: identifying high needs candidates and providing essential supports prior to registration.

The SAC provides office space and reception services for counselors from CEC (student placement and training consultant), Manitoba Student Aid Branch, Dakota-Ojibway Tribal Council, West Region Tribal Council, Peguis Reserve and Manitoba Labor.

The SAC is conducting reviews in a number of critical areas. A review focusing on the behaviour and characteristics of students who terminate prematurely and of those who persist to graduation provides a basis for predicting where early and vigorous intervention is needed to improve student retention. In addition, a comprehensive review of competencies pre-requisite to all college courses is underway. A functional model for special admissions procedure has been developed and is being tested.

Graduation exercises were held on June 7, 1985. Approximately 675 students graduated at that time. At the graduation ceremony, 44 individual awards were presented, along with two Lieutenant-Governor Silver Medals and 36 Certificates of Achievement and Excellence.

Keewatin Community College

Objective

To support the social and economic development of Northern Manitoba by providing vocational and academic training which is appropriate to the abilities, needs and aspirations of its people and which effectively addresses the manpower needs of the Northern Manitoba economy and, where appropriate, the economy of the entire province.

Activities

Keewatin Community College is unique among the three Manitoba Community Colleges in that it services an extremely scattered population of some 75,000. Only 30 percent of this population is located in larger centres such as The Pas, Thompson and Flin Flon.

Therefore, the major part of the college's market lies in communities outside the industrial North.

The College has been reorganized and now operates with three major divisions: Post-Secondary and Applied Studies; Industrial Training and Skill Development; and Educational, Financial, Administrative and Student Support Services. Each of the new divisions is headed by a dean.

Post-Secondary and Applied Studies Division

This Division is responsible for programing in the areas of business, technology, health and human services. Among the programs included in this area are Natural Resources Management Tecnnology, Band/Community Administration, Business Education, Nursing, Dental Assisting and Basic Cooking. In addition, this Division is responsible for programing at the Flin Flon regional centre.

A major initiative of this Division was the development of a new program in Band/Community Administration. The course got underway in January, 1986, with an enrolment of 19 students. A very helpful and supportive advisory committee worked to develop just the right blend of material for this course and interest in the course remains high in communities throughout the North.

Following a three-week orientation course, the first students in the Diploma Nursing course started training in February, 1986. Eighteen of the 20 students were graduates of the College's Practical Nursing course. A major goal was accomplished by providing accessible R.N. training for northern students. The College has adopted the Red River Community College program and without this cooperation between colleges, delivery of the program would not have been possible.

The Dental Assisting program received full accreditation for Phase II of the program from the Manitoba Dental Association.

In the area of child care, the Division offered both part-time and evening Child Care certificate subjects to assist child care workers in the North to meet certification requirements stipulated by the Child Care Workers Board.

The Division was very active in offering a full complement of Job Readiness Training (JRT) courses including a Retail/Waitress course off-campus plus three Retail courses.

A three-week fall camp at Ochunipe Lake was incorporated into the Natural Resources Management Technology Course in September, 1985. All second-year students attended the camp where instructional activities focused on field techniques related to fisheries, forestry and wildlife and on wilderness survival and bushcraft. The first graduates of this course are scheduled to receive their diplomas in June, 1986.

The Division has been working on the development of a two-year Business Administration course, which will commence in September, 1986. At an advisory committee meeting, it was agreed that this new course should focus on small business and public administration.

Industrial Training and Skill Development Division

This Division is responsible for three major areas - industrial, construction and developmental programs. The industrial section includes courses such as General, Heavy Duty, Industrial and Motor Vehicle Mechanics and Small Motor Repair. The construction section includes Carpentry and Woodworking and related Carpentry courses, Electrical, Industrial Electronics and Welding courses. The developmental section is responsible for a wide variety of Adult Basic Education courses. The Division also is responsible for programing at the Norway House regional centre.

In addition to its regular programing, the division also delivered apprenticeship training in five different trades. Carpentry apprenticeship courses were also conducted in the Island Lake area at St. Theresa Point, Garden Hill and Waasagomach.

In July, 1985, the College began to deliver Limestone Training courses in Advanced Cooking, Heavy Equipment Operators and Truck Driver Training. Since that time, Limestone Training courses have also been offered in Integrated Business Skills, Heavy Duty Mechanics, Industrial Mechanics and Pipefitting.

A wide variety of developmental courses were delivered throughout northern Manitoba in communities such as Easterville, Flin Flon, Grand Rapids, Lynn Lake, Mafeking, Pukatawagan and Thompson. Programing included Workplace English and Math and special Career Orientation and Academic Refresher courses.

Educational, Financial, Administrative and Student Support Services Division

This division was reorganized from the former departments of General Education and Educational Support, Community Services, and Administrative Services into two new departments: Learning Support Services and Administration and Finance.

The Learning Support Services department is responsible for providing student, educational, and professional support services such as admissions and registration, counseling, learning resource centre, media services, general industrial training, part-time studies and a study skills centre.

Northern residents registered in over 140 credit and non-credit courses offered by the Evening School section. Courses were conducted in Thompson, The

Pas, Churchill, Leaf Rapids, Flin Flon, Lynn Lake and Norway House.

Two new regional centres were opened in Flin Flon and Norway House in October, 1985. Part-time courses offered in Flin Flon and Norway House included Family Dynamics, Creative Expression in Music and Social Studies, Typing, Records Management, Low Calorie Cooking, Conversational French, Bookkeeping, and Report Writing. A full-time BTSD 7-10 course was offered in each of the regional centres. The centres have handled over 1,000 individual inquiries for information from the public since their opening.

The Administration and Finance department is responsible for the operation of all administrative and financial departments of the organization consisting of secretarial services, residence/laundry, printing, accounting, bookstore, health centre, stores and asset inventory and the administative officers for the regional centres in Thompson, Flin Flon, and Norway House.

The college community advisory board met for the first time in the spring of 1985 and since that time has met on a regular basis. The membership includes representatives from business, industry, labour, education, native organizations and community groups, college staff and students and the community-at-large. Communities represented on the board include The Pas, Thompson, Flin Flon, Skownan, Leaf Rapids, Norway House and Winnipeg.

Adult and Continuing Education Branch

The Branch is responsible for the development, implementation, coordination, funding and monitoring of initiatives in adult education, adult English as a Second Language, adult literacy, and adult distance education, including liaison with relevant external delivery agencies. The Branch is composed of three units; the Language Training Unit, the Continuing Education Unit and the Distance Education Unit.

Activities

Language Training Unit

The unit is responsible for providing grants to school divisions for the purpose of assisting in the delivery of Adult English as a Second Language programing. It also administers the purchase of textbooks for these programs. There were approximately 3,600 people enroled in adult ESL classes in Manitoba in 1985. The unit has developed and implemented such programing as English At Home for shift workers, housebound and seniors; parents and preschool programs for isolated housebound immigrants with pre-school children; English in the Workplace courses delivered where and when learners can attend in manufacturing, hospitality, health services and garment industries, and ESL for Natives.

Continuing Education Unit

The unit has developed and delivered, in partnership with school divisions and community groups, 26 community-based adult education programs to meet educational needs of individuals, groups, communities and regions heretofore not well served. These programs are targeted towards senior citizens, special-needs adults, adults with low educational levels and adults requiring occupation-specific retraining. This unit also provides grants to school divisions for evening school and grants to rural schools for evening use of school facilities. These grants allow thousands of Manitobans an opportunity for continued learning. The coordination of adult literacy in the province rests with this unit and approximately 200 people received literacy training in 1985.

Distance Education Unit

The unit is responsible for policy and the development of initiatives in the area of distance education in the post-secondary sector. The unit has provided funding to universities and colleges to develop courses and subjects for delivery through audio teleconferencing for rural and northern clients, established a provincial educational teleconference network with Manitoba Telephone System, played a lead role in the Western Canada Inter-Provincial/Territories Distance Education Agreement which provides for sharing of distance education resources, courseware, and expertise, and collaborated with ACCESS Alberta to produce materials that will be used to train adult literacy teachers, tutors, and coordinators throughout Manitoba through distance education. The Branch supported training to approximately 300 students through distance education in 1985.

Post-Secondary Career Development Branch

The activities of the Branch are all directly linked to the central PACE and departmental objectives of increasing the flexibility of post-secondary education, of increasing the accessibility to post-secondary education and of maximizing the possibility of success for those who have formerly been excluded from post-secondary training and education opportunities.

Activities

1. BUNTEP is an off-campus teacher education program delivered by Brandon University. The

program operated in seven communities this year: Norway House, Fairford, Grand Rapids, Cross Lake, Berens River, Wanipigow and Thompson. Students from Peguis studied at the Brandon campus. The project has an enrolment level of 110 students and graduated 13 teachers in 1985. The program is cost-shared by the province and the federal government under the Canada/Manitoba Northern Development Agreement.

2. The Winnipeg Education Centre is a joint undertaking of Manitoba Education, Winnipeg School Division No. 1 and the University of Manitoba Faculty of Education. The purpose of the program is to train core area residents to teach in the core area schools. Sixty students are enroled in the B. Ed. degree course at the Centre. The Centre graduated eight teachers in 1985.
3. The Inner City Social Work Program is a joint undertaking of Manitoba Education and the University of Manitoba School of Social Work. The purpose of this program is to train core city residents as social workers in the core area. It offers a full B.S.W. degree and is housed with the Winnipeg Education Centre at Sir Sam Steele School. We expect there will be a fruitful exchange between Social Work and Education for the inner city as a result of this association. Sixty students are currently enroled. Nine social workers graduated in 1985.
4. The University of Manitoba ACCESS Program provides access to the full range of University services to disadvantaged residents of northern Manitoba. The program is cost-shared under the Canada/Manitoba Northern Development Agreement and has 50 positions for students from northern Manitoba. In 1985, ten additional positions were opened for disadvantaged residents from southern Manitoba. There were ten graduates in the spring if 1985.
5. The Special Pre-Medical Studies Program, at the University of Manitoba, is designed to provide 30 native residents of Manitoba, who lack the prerequisites for entry into the medical faculties, with an adequate background so that they can compete successfully for entry. The program is cost-shared under the Canada/Manitoba Northern Development Agreement.
6. The Native Medical Program is operated at the University of Manitoba. As a result of the Special Pre-Medical Studies Program ten students have gained entry into the Faculties of Medicine, Dentistry and Pharmacy. It is anticipated that more graduates of the Special Pre-Medical Studies Program will follow this pattern. The program is cost-shared under the Canada/Manitoba Northern Development Agreement.
7. The Northern Bachelor of Social Work Program has been developed in co-operation with the University of Manitoba. The program has been established in Thompson and selected 15 students into the first year of the program in January 1984. An additional 15 were selected in January 1985. This program provides disadvantaged residents of northern Manitoba the opportunity of B.S.W. degree. The program is cost-shared under the Canada/Manitoba Northern Development Agreement.
8. The Northern Nursing Education Program is the first Nursing Diploma course to be offered in northern Manitoba for disadvantaged northern residents and is delivered in co-operation with Red River Community College. An objective of the program is to provide a stable nursing force for northern Manitoba. There are 45 students enroled in the program. The first 13 students graduated in January of 1986. The program is cost-shared under the Canada/Manitoba Northern Development Agreement.
9. The Community College ACCESS Program provides a support system and access to a variety of opportunities offered at Red River Community College for residents of northern Manitoba. The program is cost-shared under the Canada/Manitoba Northern Development Agreement and has 45 student positions for northern residents. In 1985 the provincial government extended the opportunities to include ten additional support student positions for disadvantaged southern residents. The program graduated nine students in 1985.
10. The Inner City Nursing Program has enroled 59 students at Red River Community College in the Diploma Nursing program. The objective of the program is to train core city and southern rural residents (with emphasis on native people) for service in the core and rural areas. In 1985 the program was expanded to include additional positions for disadvantaged southern residents. The program graduated 11 students in 1985.
11. In 1985/86 the Branch instituted four new institutional programs under the Limestone Training initiative.
    a) The Engineering Access program was established with 15 native students at the Faculty of Engineering at the University of Manitoba. The program was intended to provide opportunities for native people to gain access to a full four-year engineering degree.
    b) A three-year Electrical/Electronic Technology program was instituted under the Community College ACCESS Program at Red River Com-

munity College. Twenty-two students were enroled.

c) A new program called Access North-Thompson was begun under the administration of the Northern Nursing Program. Eighteen students enroled in a three-year Civil Technology program and 18 in a Secretarial Science program.

d) Access - North - The Pas serves the northeast quadrant of Manitoba and provides opportunities for 12 students in Pipe Fitters and 30 students in Heavy Duty/Industrial Mechanics training.

12. A native post-secondary education unit was established in the Branch in 1985/86. Two staff members have been hired and have begun the process of consultation with communities and native organizations regarding education at the post-secondary level. In co-operation with KCC and DIAND the staff of the unit co-ordinated and implemented a 22-week adult education program in God's River. The unit staff also coordinated an education and training needs workshop at Camperville including such agencies as Student Aid, Keewatin Tribal Council, Swampy Cree Tribal Council, CEIC, C.J.S., MMF, Keewatin Community College, Assiniboine Community College and others.

13. The Branch provided a grant of $150,000 to the Manitoba Native Language Association for the preparation of native curriculum and the training of a teacher of native languages and translators.

14. The Branch provided an infrastruture grant of $120,000 to the Churchill Northern Studies Centre for the development of northern research and education.

Student Aid Branch

The Manitoba Student Aid Program provides supplementary financial assistance for educational purposes to Manitobans whose finances limit their educational choices. Awards are based on financial need and an assessment is completed to determine eligibility for assistance. The Processing, Accounts, Audit and Student Services units at the Branch identify student needs and provide a high level of service by working as a team to quickly address potential or current financial dilemmas.

Some of the Branch's major accomplishments in 1985/86 can be attributed to computer systems development. The processing of applications for students attending either in-province institutions or approved out-of-province institutions has been reduced from 12 to 16 weeks to four weeks. Computer systems development in the Accounts area has reduced the waiting period for payment of Bursary, Loan Rebate and Special Awards. Advisors in the Student Services area are using a computerized system which allows for identification and follow-up of service needs.

In 1985/86 the Branch received 21,846 applications for financial assistance. Approximately 58,000 student requests for information and assistance were dealt with over the telephone. Student advisors conducted approximately 1,700 personal interviews with students requiring budget counselling and other services. A special project to increase awareness about high school programs and services available was undertaken with three Winnipeg Inner City Schools: Aberdeen, R.B. Russell, and Argyle. This effort resulted in an increase in applications received from students at these schools.

Program

The Manitoba Student Aid Program provides financial assistance in the form of Manitoba Government Bursaries and Loan Rebates, and Canada Student Loans. To qualify for assistance a student must demonstrate financial need, meet program criteria and be studying at an approved institution. Manitobans may qualify for awards in the following programs:

- High School Bursary program for students in Grades 9 - 12;
- Canada Student Loans for full and part-time post-secondary students;
- Manitoba Government Bursaries and Loan Rebates for students who are enroled in universities, community colleges, schools of nursing and medical technology, private trade schools, church-related colleges and dance schools and require assistance greater than the Canada Student Loan amounts.

Native awards for Métis, Non-Status and Registered Canadian Indians.

Special Opportunity Bursaries for:

- Handicapped students requiring extra services;
- Students enroled in Adult Basic Education at the Community Colleges;
- Mature students in a transition period between part and full-time students;
- Teachers of the blind and hearing impaired or taking graduate studies in speech pathology, school psychology, clinical reading, guidance counseling and special education (Bursaries greater than $1,400 are subject to repayment by service in Manitoba);

- Dental Therapy students studying at Wascana Institute in Saskatchewan. Bursaries of $6,000 per year are granted for each of two years with applicants signing a service repayment agreement requiring them to work in rural areas of Manitoba.

Special Opportunity Loans are available to chiropractic students pursuing a program of studies at an approved institution in the United States. This assistance is repaid by practice in Manitoba.

Manitoba Government Loans and Grants may be available to students whose needs exceed maximum loan and bursary amounts.

Student Aid Appeal Board

Objectives

1. To investigate appeals against decisions of the Student Aid Branch concerning student assistance.
2. To make recommendations to the Minister based on the findings of these investigations.
3. To advise appellants on the policies and procedures of the Manitoba Student Aid Program and to provide financial counselling where required.

Activities

The Board, consisting of a chairperson and six members, received 664 appeals during the 1985/86 academic year, an increase of seven percent from the previous year. Forty-three percent of appeals were successful, 32 percent denied, 13 percent were referred to the Student Aid Branch for processing as reviews, while 12 percent were cancelled or withdrawn.

During the year, the Board held regular hearings twice a week, usually at its offices. It also held a series of hearings at the major post-secondary institutions in Winnipeg and Brandon. The Board encouraged students to support their appeal by personal or telephone interviews wherever possible, and 153 students met either with the Board in person or were interviewed by telephone.

The five most frequent areas of appeal were: bursary eligibility, work period contribution, cash flow need, assets, and parental contribution. In many cases, students and their families did not understand how applicants were assessed and the Board spent considerable time explaining the principles and policies of the Manitoba Student Aid Program.

In its Annual Report to the Minister, the Board provided a detailed account of its operations and findings in 1984/85.

Administration & Finance Branch

The Administration and Finance Branch is accountable for the comptrollership function and development and direction of the financial, information processing and other administrative support services for the Post-Secondary, Adult and Continuing Education (PACE) Division, ensuring control of assets, financial forecasting, budgetary planning, expenditure control and accounting for revenue and operating costs. This Branch is also responsible for the coordination of financial administration and budgets for the division.

The administration of inter-provincial training agreements and the regulation of private trade schools are also the responsibilities of this branch. The branch is also responsible for the on-going financial administration of the Manitoba Technical Training Centre.

Activities

Financial administration includes two major sections: financial planning and review and general accounting. The financial planning and review section is in the process of developing a new Cost Analysis System (CAS) to accommodate changes in our training delivery system such as ICBL. A costing system is required as support for cost-sharing claims and agreements with Employment and Immigration Canada and other sponsoring agencies including provincial governments. The costing system and related financial reports will provide a management tool for monitoring community college operations. This section also forecasts training costs, and conducts financial studies related to the overall PACE operation. The general accounting section is responsible for daily operational activities relating to the central government receipts and disbursements systems, which include commitments and vouchering. Other major duties include the monitoring of community college revenues and receipts, review of monthly financial reports and the coordination of quarterly cash flow reports and related management reports.

Vouchering, payroll and personnel duties related to the community colleges were decentralized to the colleges from central administration in January 1986. The primary purpose for decentralization was to provide the colleges with greater flexibility and authority in the areas relating to financial and personnel services necessary in the development of training needs.

The budget coordinator is responsible for the coordination of the budget estimates process with the colleges and other branches within PACE and the preparation of the budget estimates for Cabinet approval. In the area of inter-provincial training agreements, Manitoba has agreements with other provinces to provide training for Occupational Therapy, Nuclear Medicine Technology and hearing impaired students.

Under similar agreements, Manitoba students travel to other provinces to receive training in Optometry, Veterinary Medicine, Surveying Engineering, Dental Therapy, and to participate in programs for both the hearing impaired and the visually impaired.

The Branch also is responsible for the regulation of private trade schools. At the end of the 1985/86 fiscal year, 37 schools were registered under the Private Trade Schools Act. There will be an expanded role for private trade schools as a result of changes to the educational requirements emanating from the Canadian Jobs Strategy program which will necessitate additional staff and resources.

The Manitoba Technical Training Centre, the province's first computer-assisted training and educational centre, commenced operation at 200-One Wesley Avenue in downtown Winnipeg in March 1983. The centre is administered by the Administration and Finance Branch with Control Data Canada Ltd. responsible for the day-to-day operation and instruction. The centre also is supported by an advisory committee made up of representatives of the Manitoba Federation of Labour, the Winnipeg Chamber of Commerce, Manitoba Industry, Trade and Technology and the Post-Secondary, Adult and Continuing Education Division.

During 1985, a total of 87 students were enroled in computer programing, electronic technician, computer familiarization, electronics for the electrician, and short term courses. All were sponsored by Employment and Immigration Canada. In addition, 28 Manitoba-based organizations supported 53 employees and since its inception three years ago, over 120 Manitoban firms have utilized the centre. Also, 22 provincial employees, nine federal employees and 19 provincial entry students underwent training programs at the Manitoba Technical Training Centre designed to increase their productivity.

Program areas of study available at the centre included computer and data processing, industrial/technical, business and management, financial management, sales and marketing, academic studies and personal development.

Manitoba Community Colleges Productivity Analysis

	1982/83 Actual	1983/84 Actual	1984/85 Actual	1985/86 Preliminary
Resource Data:				
SY[1]	1,093.2	1,060.3	1,049.5	1,084.2
Expenditures[3]	$44,464.4	$49,026.0	$49,657.9	$52,185.4
Revenues:				
Fees & Miscellaneous	$ 6,279.0	$ 6,503.2	$ 6,759.7	$ 7,154.8
Shared Cost[2 3]	$20,187.7	$20,262.8	$19,972.8	$19,457.2
Total	$26,466.7	$26,766.0	$26,732.5	$26,612.0
NET PROVINCIAL COST	$17,997.7	$22,260.0	$22,925.4	$25,573.4
Output Data:				
Enrollments	36,181	32,352	32,638	31,983
Training Days (Net)	1,417,592	1,365,682	1,362,630	1,412,645
Unit Data Analysis:				
Training Days per SY	1,297	1,288	1,298	1,303
Gross Cost/Training Day	$31.37	$35.90	$36.44	$36.94
Percent of Cost Recovered	59.5%	54.6%	53.8%	51.0%
Current Value Canadian Dollar[4]	$0.89	$0.84	$0.81	$0.78
Discounted Gross Cost/Training Day	$27.92	$30.15	$29.52	$28.81

[1] Staff years represent actual utilization.
[2] Shared cost receipts include NTA, VRDP and Language Instruction.
[3] Expenditures and revenue for MTTC & SWTC have been excluded.
[4] Base 1981 - Statistics Canada (1981 = $1.00)

All dollars in 000's

Core Area Training & Employment Agency

The Core Area Training and Employment Agency is a program established under the Winnipeg Core Area Initiative Agreement and implemented by Manitoba Education through the Inner City Initiative.

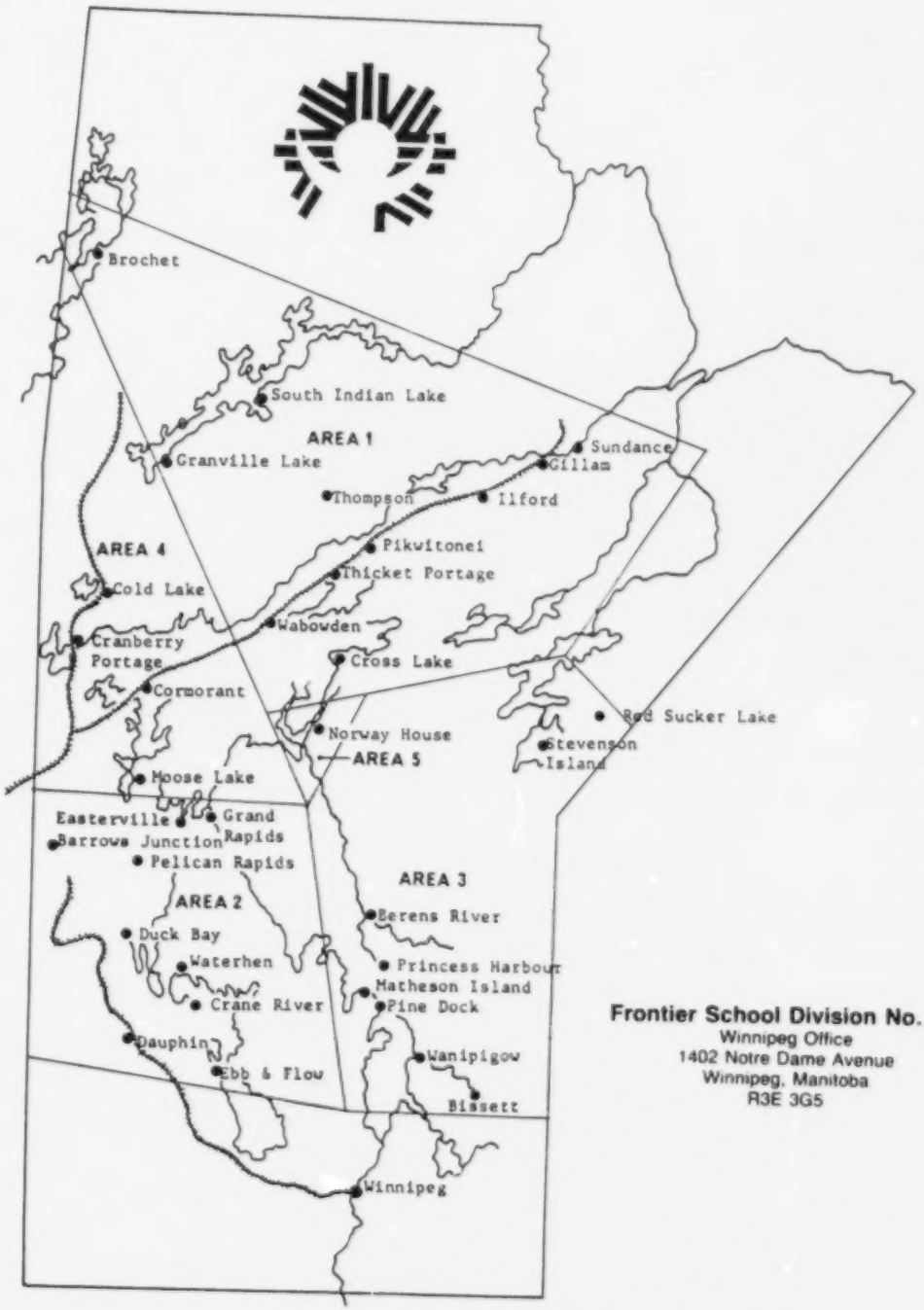
As an affirmative action employment program, the Agency's mandate is to develop and identify employment opportunities for unemployed Core Area residents and to arrange, design or deliver the training that will prepare the trainees for long term employment. The target population is unemployed Core Area residents who experience difficulty obtaining full-time employment because of lack of formal education standing and skill training; cultural and linguistic differences; and intermittent work experience. Special consideration is given to single parents, natives, immigrants/refugees and youth.

A community based advisory council consisting of representatives from business, labour, community groups and agencies assists the Agency in assessing training needs and areas for employment development for Core Area residents. Additional complementary funding for Agency programs is secured from the federal government (Canada Employment and Immigration Commission), private sector employers and other levels and branches of government.

The Agency has developed 76 employment/training projects to date within the private, public and parapublic sectors. The projects are developed in cooperation with relevant employers, and in some instances, with other institutions such as the University of Manitoba and Red River Community College. Wherever possible, training by the Agency is certified, to ensure transferability of skills and the opportunity for career mobility.

Some of the more innovative training programs implemented are: the Horticulture Diploma Programs, Developmental Services Training Program, Gerontology Community Worker Training Program and the Human Justice Training Program. Each of these are certificate programs, previously not available in Manitoba, and developed in response to an identified need for trained workers in those area. Training programs are designed with varying combinations of classroom and practical training, with emphasis on the practical, on-the-job training component.

In other projects, the Agency has worked closely with employers to train unemployed Core Area persons for a variety of jobs within the private sector. The employer hires the trainee upon successful completion of the training program.



Frontier School Division No. 48
Winnipeg Office
1402 Notre Dame Avenue
Winnipeg, Manitoba
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Frontier School Division No. 48

In 1985 the Division operated 34 schools in 31 communities. Disbrowe School in Red Sucker Lake is the newest addition. It began operating in September, 1985 with 12 students enroled in Kindergarten to Grade 9.

The smallest school continued to be the Dolly Magnusson School at Princess Harbour. There were seven students enroled in Grades 1, 2, 4, 5, 6 and 8 last year. The largest school was Jack River School in Norway House with 470 students in Nursery to Grade 8. The high school enrolment in the Division has increased to over 1,000 students. Frontier Collegiate Institute at Cranberry Portage increased from 274 to 350 students. The residential facility at the Collegiate provided a home for approximately 250 students who are attending high school away from their home communities.

The Student Placement Program, which has been in operation in the Division for a number of years, provides an alternative to students who, for various reasons, must attend school away from their home communities. The enrolment in this program has remained consistent for the past several years. The majority of students are placed in schools and homes in Winnipeg, The Pas and Thompson. The number of students attending post-secondary institutions has also remained stable.

Frontier School Board

The major highlight in 1985 was the establishment of the new Frontier School Board. With the appointment of the chairperson as the new Official Trustee by authority of the Minister, the Central Advisory Committee assumed the powers and responsibilities of a Board as outlined in the Public Schools Act. The establishment of the Board is an exciting development and a major step toward community control of education.

Parental/Community Involvement

The Division's system of committees at the local and Area levels continues to grow in effectiveness and sophistication. Representatives in communities are responsible for hiring teaching and non-teaching staff as well as for all decisions regarding programs, policies and budget proposals. These committees operate by constitutions and terms of reference developed by the committees and approved by the Board.

Parental involvement has been identified as an area that requires further attention. In the past year, funding was obtained through the Compensatory Support Program of the Department of Education to put two new initiatives in place. The first is the development of a series of video tapes which will enable parents to understand better the system of education at the high school level. The tapes will be made available in English, Cree and Ojibwe. It is hoped that as parents become better informed about the high school programs, they will be able to take a more active role in supporting students enroled in high school.

The second project for which funding was obtained is a Pre-Nursery Development Program which will be established on a pilot basis in five communities: Brochet, Pelican Rapids, Easterville, Berens River and Cold Lake. Work has already begun to establish a Child Development Centre in each of these communities with a local person being hired to coordinate the efforts of the centre and work with the parents of pre-nursery children. The funding will cover a period of two years and the community will be expected to take over and fund the program if they consider it worthwhile.

Educational Programs

As the high school enrolment has been increasing over the past few years, the Division has concentrated more attention on the development of better services at the high school level. In 1985 a High School Program Consultant was hired to provide assistance to principals and teachers in an effort to improve the quality of programs offered at this level.

The Division continues to provide support services to students and teachers in the areas of language development, mathematics, science, computers, physical education, native language/native studies and school management.

Specific efforts were also made to provide students with educational experiences and opportunities outside of the regular school programs. Several high school students participated in the Northern Youth Conference that was held in Cranberry Portage in November. Arrangements were also made for 17 students from high schools and the Student Placement Program to attend the one week Enrichment Mini-Course Program held at the University of Winnipeg in May of 1986. This is the first time that the Division participated in this program.

Frontier continued its involvement in the promotion and development of adult and continuing education programs in the Division. Support from the Department of Education and Manpower has been used to offer Continuing Education Programs in 14 communities. In addition, Special Project funding from the Post-Secondary and Continuing Education Branch enabled the Division to offer a specially designed literacy program in three communities and a parenting program in three other communities. This was done in close cooperation with personnel from the PACE Branch.

The first year university courses that were introduced at the Collegiate in Cranberry Portage in 1984 were offered again beginning September, 1985. The initial enrolment for the 1985-86 year was 61 full- and part-time students.

Student Services

Because of the small student numbers in some communities, it is not possible to provide high school programs. The Student Placement Program serves students who are not able to take high school in their home communities or who, for various other reasons, must attend school away from home. For the past several years the number of students in this program has remained at approximately 160 to 170. Students may also choose to continue their education at Frontier Collegiate Institute where accommodation is available in the residence.

In 1985 15 para-professional student counselors graduated from a two year classroom and on-the-job training program. These para-professionals provide guidance counseling and some career counseling in the schools in Brochet, Gillam, South Indian Lake, Wabowden, Cormorant, Duck Bay, Ebb and Flow, Grand Rapids, Waterhen, Berens River, Moose Lake, Norway House and the Student Placement Program in Winnipeg.

Special tutors, equipment or programs were again provided for students who are handicapped in the area of vision, hearing, physical or learning abilities. Approximately 400 students received assistance through low incidence funding in 1985.

Staff and Staff Development

Frontier School Division employed a staff of approximately 760 full-time teaching and support personnel.

Until the end of June, 1985 the major focus for professional development of non-teaching staff was the counselor training program and the special training which was provided to the residence counselors at Frontier Collegiate Institute. In the fall of 1985, in collaboration with New Careers, a training program was set up for 20 Library Specialists in 17 communities. The training program is for two years at the end of which the graduates will be hired to work in the schools in their home communities.

The Division continues its involvement as one of the funding bodies of PENT (Program for the Education of Native Teachers). All teacher-aides who are employed in the Division are required to enroll in the PENT Program. Approximately 60 teacher-aides are enroled in this program.

In 1985 teachers again participated in in-service sessions organized by Frontier, the Department of Education and the Manitoba Teachers' Society. The Division determines approximately half of the teacher professional development activity while half is determined by teachers through their professional development committees. In-services were provided in all the major areas of the curriculum with a special concentration on early childhood, high school programs and science. Funding was obtained through the Department of Education's Compensatory Suport Program to set up an intensive in-service program for the teaching of science from Kindergarten through Grade 6. This program began in September of 1985. The second year of this two year program will concentrate on the in-servicing of science teachers at the junior high level.

Because principals and consultants in the Division play such an important role in the implementation and improvement of our school programs, special efforts were made last year to provide in-service opportunities for these staff members. A two day conference was held for principals and consultants in May of 1985. The evaluations of this conference proved to be very positive and, as a result, a second conference was held for this group in May, 1986.

School Facilities

A four-classroom addition was completed at D.R. Hamilton School in Cross Lake. New schools at Red Sucker Lake and Stevenson Island opened in 1985. Planning for major additions to the schools at Grand Rapids and South Indian Lake is complete. Construction is dependent upon confirmation of cost-sharing with the federal government.

Approval has been received to construct a new school for the Métis community at Easterville. This school will replace an old facility composed of temporary classrooms.

Communications Branch

Objectives

The Communications Branch coordinates communications with the public and the education community to provide information on policies and programs effectively and efficiently. This is achieved directly through publications and responses to inquiries from the public, and indirectly through media liaison and communications planning assistance to other branches of the department. The Branch also facilitates consultation and discussion between the Department and educational organizations to support cooperation in program implementation and problem solving.

Activities

Publications

- ***education manitoba.*** The official publication of Manitoba Education with a circulation of 17,218, is published eight times a year and distributed to every school and teacher in the province as well as to many educational organizations across Canada.

  The magazine includes information on policies, events and resources of the department as well as events and issues from the education community as a whole. Themes addressed during 1985-86 included adult and native education, small schools, curriculum, teacher retraining, quality education, Canadian studies, inner city and early and middle years education.

- ***Annual Report of the Minister of Education.***
- ***Schools in Manitoba.*** A list of all schools in Manitoba produced annually with separate listings for public schools, divisions and districts; federal, band operated, private and parochial schools; écoles d'immersion française and écoles Franco-Manitobaines.
- ***Parents' Guide to the Public Schools Act.*** This brochure, describing the rights and responsibilities of parents in layman's language, was translated into Portuguese, Pilipino and Vietnamese to help parents from these immigrant groups understand the school system.

Information

- The Branch responds to letters and telephone calls from the public requesting information about departmental programs and services.
- The Branch prepares news releases and arranges news conferences for the Minister of Education to announce new policies and programs.
- The Branch researches and prepares speaking notes and Ministerial Statements.
- The Branch produced an audio-visual presentation outlining the organization and activities of the Department for the School for New Trustees conducted by the Manitoba Association of School Trustees in the fall of 1985.

Public Relations

- The Branch acts as liaison between the media and the Department, providing information requested by journalists or directing inquiries to appropriate spokespersons.
- The Branch also acts as liaison between the Department and other government departments and educational and community organizations in coordinating participation in publicizing events such as Education Week and the Career Symposia held in various parts of the province.
- The Branch assists in planning and coordinating effective and cost efficient methods of promoting public awareness of policies, programs and resources.
- The news media are monitored to provide management information on trends in local and national education issues as they emerge.
- Displays of art work by Manitoba students were arranged on a rotating basis for the display case in the office of the Minister of Education, allowing visitors to view paintings, sketches, ceramics and other crafts done by children in the province.

Television Series

Early in 1985 a series of 12 television programs on various educational programs and issues were produced and aired. The responsibility for television production has been transferred to the Manitoba Educational Television section of Correspondence Branch.

Planning and Research Branch

The primary goal of the Planning and Research Branch is to increase the availability, utility, and understanding of information to assist in decision-making in education at all levels. Within the Department, the Branch works towards an integrated approach to meeting policy information needs. Policy development, evaluations of programs and policies, reviews of research, and analysis of data are major responsibilities. The Branch provides assistance to operating units in the Department on matters involving planning, evaluation and research. In addition, the Branch works to expand awareness in the education system as a whole about research, evaluation, and planning.

More specifically, five kinds of activities are essential for meeting the roles outlined above. They include: planning; information analysis and dissemination; research studies and evaluations; development and analysis of data bases; and, consultation and train-

ing. These activities are interactive; the success of one is often dependent upon the others.

Planning

The branch is responsible for coordinating the Department's planning process. Responsibility for the content and execution of plans continues to rest with the line managers. In 1985, the Department improved its planning process by increasing the focus upon environmental scanning and longer term planning issues.

Information Analysis and Dissemination

Through policy and discussion papers which analyze selected topics, the branch provides information on questions and issues that are relevant to the Manitoba educational system. These presentations offer a consideration of the issues, and a careful examination of the evidence in order to assist decision-making and to encourage debate and discussion. Twice monthly the Branch distributes summaries of current educational research and issues. Broader dissemination of information takes place through publication in Education Manitoba as well as through distribution of material to a wide audience in the education community.

Research Studies and Evaluation

Through the collection and analysis of empirical data, several research reports have been produced. Each of these studies was initiated in response to a specific information need. While in some cases the results and conclusions have confirmed decision-makers' perceptions, in other cases they have led to substantive program and policy changes. The emphasis in research and evaluation studies is increasingly upon assisting decision-making.

Studies completed in 1985 included: ***Public Attitudes to Education: A Review of Opinion Polls***; ***Manitoba School Divisions - Selected Demographic and Program Indicators***; ***National Graduates Survey - Career/Technical and Trade/Vocational***; ***National Graduates Survey - University***; and, ***National Graduates Survey - Faculty of Education***.

Development and Analysis of Data Bases

The Branch assists in the establishment of departmental data bases and information systems. In terms of major policy and program issues, the branch has a direct interest in the systematic collection and analysis of information.

In 1985, the Branch's activities in this area included the creation of a multi-year data base on teachers within the province, a historical data base to support a forecasting model for teacher supply and demand, and the development of an information bulletin for school divisions contemplating computer hardware or software purchases.

Consultation and Training

Consultation has included providing advice or assistance to a number of internal and external groups in the design and conduct of research studies. Training involves improving the skills of the Department and of the education system generally in the areas of effective planning, data analysis, computer-based information systems, research, evaluation, and policy development. In 1985, training sessions on graphics production, word processing, data base packages, and the availability of a computerized version of Hansard were held for Departmental staff. Sessions were held for school superintendents on computerized information about school divisions and the teacher information file. Branch staff also provided consultation within the Department on a number of studies.

Personnel Services Branch

Objectives

To assist departmental management in the delivery of programs by providing a comprehensive range of personnel services.

Activities

The Branch consists of a Director, an Affirmative Action Co-ordinator, a Human Resource Development Co-ordinator and a support staff of five. Services provided by the unit include recruitment and selection, position analysis, staff relations, organizational reviews, employee performance evaluation, employee counseling, management and staff development, wage and salary administration, records and payroll.

Over the past several months the Branch has been particularly effective in developing and implementing an Affirmative Action Program and a professional development program for administrative support personnel.

Internal Management Audit Branch

The Branch was formed in June, 1984, to provide the Deputy Minister and Manitoba Education Management with a broad based independent comprehensive audit of all departmental operations. The Branch assesses the appropriateness of management processes and practices, adherence to legislative and administrative requirements and adequacy of financial reporting and controls. The Branch issues its audit reports directly to the Deputy Minister and ensures appropriate follow-up action on its recommendations.

Boards and Councils

Advisory Board of Manitoba Education

Objectives

The Advisory Board of Manitoba Education is established under Sections 10 and 11 of the Education Administration Act (December, 1981). As set out in Section 16(3) of the Act the Board shall report annually to the Minister and may make suggestions and recommendations for promoting education generally as may be deemed useful and expedient. The Advisory Board assesses and studies matters related to education that are referred to it by the Minister. The Board has specific responsibilities for recommending the form of religious exercises and patriotic observances. The Board may assess curricula, textbooks and other instructional materials for use in public schools as well as engage in research and study of matters of educational policy, other than those of administrative detail and shall report thereon to the Minister.

Activities

1. Religious Exercises
The Minister of Education, in July, 1985, approved for circulation and distribution the new Religious Exercises booklet revised by the Advisory Board. The booklet consists of 160 pages of material covering five religious groups found in Manitoba schools. The booklet is now in the process of being translated into French. Following the translation, the booklet will be printed and distributed to all schools with a copy for each teacher. The material will be useful as reference material for other courses such as Social Studies. The Advisory Board will continue to develop and update the material in the booklet and will add material for other groups as it becomes available.

2. Meeting With Minister of Education
Section 18 of the Administration Act requires that the Advisory Board report to the Minister annually. On Tuesday, November 12, 1985, representatives of the Board met with the Minister to discuss a variety of matters. At this meeting, a number of concerns of the Board were raised and recommendations made by the group.

3. Selection Of Learning Materials
The Board is currently studying the process for approval of learning materials for schools to determine how best it can carry out its responsibilities in this regard. Mr. Alan Janzen, Ms. Grace Parasiuk and Monsieur Gilbert Rosset made presentations to the Board describing the processes operating within each of the two areas of the Department. The Board has made recommendations to the Minister regarding this process.

4. Curriculum Time Guidelines
During the year the Board identified concerns associated with recommended time allotments and required courses at the early and middle years level to be delivered within the traditional school day.

An Advisory Board Ad Hoc Committee identified and reviewed concerns which were reported to the March, 1985, Advisory Board meeting. Recommendations were made to the Minister of Education at the November 12, 1985, meeting.

5. Presentations
The Board heard a number of very informative presentations during the year. The presentations covered a variety of topics. Following each presentation and after considerable study and discussion, the Board in keeping with its responsibilities made a number of recommendations to the Minister.

The following is a list of the presentations made to the Advisory Board from January 1, 1985, to March 31, 1986.

(a) University Entrance Requirements:
- John Friesen - University of Winnipeg
- Colin Walley - University of Manitoba
- Roy E. White - Manitoba Association of School Trustees
- Cordell Barker - Manitoba Teachers' Society
- Gerry Dougall - Manitoba Association of School Superintendents

(b) Teacher Education:
- Alex Boyes - St. Vital School Division No. 6
- Kate Byman - Teacher, City of Winnipeg
- Ralph Pippert - Brandon University
- Joan Irvine - University of Manitoba

(c) Role of Educators and Business People in the Education System:
- M. Dmytriw - Whiteshell Nuclear Research Establishment

(d) Mature Student Centre:
- Darcy Bower - Brandon University

(e) PENT (Program for the Education of Native Teachers):
- Gordon Reimer - Brandon University

(f) BUNTEP (Brandon University Northern Teachers Education Program):
- Barbara Gill - Brandon University
- Maria Ross - Brandon University

(g) Continuing Education & Adult Education:
- Morley Campbell - Transcona-Springfield School Division No. 12

(h) Child Abuse and Prevention:
Dennis Lucas - Manitoba Education

(i) School Law and Discipline:
John Gisiger - Manitoba Teachers' Society

(j) Provincial Student Assessment Program:
Conrad Sigurdson - Manitoba Education

(k) Delivery of Heritage Languages Outside of the Traditional School Day:
John Wiens - Seven Oaks School Division No. 10

(l) Vocational Education:
Marshall Draper - Manitoba Education
Alan Janzen - Manitoba Education

(m) Classroom Management and Implications of
1. Mainstreaming:
Shirley Carreiro - St. James-Assiniboia School Division No. 2

2. Alternatives Available to Teachers:
Vaughn Wadelius - Manitoba Teachers' Society

3. Young Offenders Act:
Jim Bakken - Department of Corrections

6. Membership

The Board is composed of people from the various organizations and the private sector. Membership includes citizen members, representatives of Manitoba Education, the Manitoba Association of School Trustees, the Manitoba Association of School Superintendents, the Manitoba Teachers' Society, the Senate of the three universities and the community colleges.

Membership of the Board for the period January 1, 1985, to March 31, 1986:

	JANUARY-JUNE	SEPTEMBER-MARCH
Department of Education:		
	Mr. L.A. Floyde	Mr. L.A. Floyde
	Mr. A. Krawec, Assistant to the Deputy Minister	Mr. A. Krawec, Assistant to the Deputy Minister
	Mr. E. Buller	Mr. E. Buller
	Mrs. S. Yurkiwsky	Mr. G. Rosset
Manitoba Association of School Superintendents:		
	Dr. G. McConaghy	Dr. G. McConaghy
Manitoba Association of School Trustees:		
	Mr. A. Kroeker	Mrs. M. Andrée
	Mr. P. Power	Mr. P. Power
	Mrs. S. Tregebov	Mrs. S. Tregebov
	Mr. D.R.E. Ward	Mrs. M. Hudyma
Manitoba Teachers' Society:		
	Mr. B. King	Ms. L. Beaudin
	Ms. J. Kruger	Ms. J. Kruger
	Mr. R. Virtue	Mr. M. Smith
	Mrs. B. Husby	Ms. S. Traill - Mr. P. Fort
Post Secondary, Adult & Continuing Education:		
	Mr. C.H. Howard	Mr. D. Lussier
Senate - University of Manitoba:		
	Dr. C. Walley	Dr. C. Walley
Senate - University of Winnipeg:		
	Dr. H.M. Hutton	Dr. A. Mays
Senate - Brandon University:		
	Dr. R. Pippert	Dr. J. Deines
Citizen Members:		
	Mr. F. Cadigal	Mr. F. Cadigal
	Mr. P. Correia	Mr. P. Correia
	Mr. S. Sesak	Mr. S. Sesak
Chairperson of the Board	- Ms. J. Kruger	
Vice-Chairperson of the Board	- Mrs. S. Tregebov	
Secretary	- Mr. J.M. Taylor	

7. Meetings

The Advisory Board held ten meetings from January 1, 1985, to March, 1986, with an average attendance of 14.

Board of Reference

During the reporting period the Board of Reference continued normal operations first instituted in 1960 when the board was established. Matters attended to included the transfer of lands to school divisions as provided in subsection 5(1) of the Public Schools Act. An increase in activity through sections 57 and 58 of the Public Schools Act is evident. These sections deal with ward boundaries and trustee representation in school divisions.

Members of the Board of Reference for the year 1985 were:

Mr. George B. Schreyer, Winnipeg - Chairperson
Mr. Russell A. Newton, Kelwood - Vice-Chairperson
Mrs. Eleanor R. Schellenberg, Winnipeg - Member
Mrs. Lily Wiklund, Winnipeg - Member
Mr. Charles Bridle, Winnipeg - Secretary

The Collective Agreement Board

The Collective Agreement Board is established under Section 150 of the Public Schools Act. Under Section 167(1) of this Act, the Board has jurisdiction to decide upon a question which arises as to whether:

a) in any case, a collective agreement has been entered into and the terms thereof and the persons who are parties to, or are bound by the collective agreement or on whose behalf the collective agreement was entered into;

b) a collective agreement is by its terms in full force and effect;

c) any party to collective bargaining has failed to comply with any of the provisions of Part VIII of The Public Schools Act;

d) a group of teachers is a unit appropriate for collective bargaining;

e) an individual can be properly classified as a teacher as defined under Part VIII of The Public Schools Act.

During 1985, The Collective Agreement Board was composed of the following members:

Chairman:
Dr. R.J. Duhamel
Vice-Chairman:
Mr. A. Krawec
Appointees of the Manitoba Teachers' Society:
Mr. W.J. Pindera
Miss Dorothy Young
Appointees of the Manitoba Association of School Trustees:
Mr. Vincent Buetti
Mr. Norm G. Harvey

The Board did not meet during the year to hear a complaint.

Conciliations: January, 1985, to December, 1985:

The Minister of Education, as required under Section 114 of the Public Schools Act, appointed conciliation officers to assist 44 school boards and division/teachers' associations in reaching a collective agreement.

Arbitrations: January, 1985, to December, 1985:

A total of 13 divisions/districts and division/teachers' associations found it impossible to reach a collective agreement and requested boards of arbitration. These boards were appointed by the Minister as required under Section 115 of the Public Schools Act. Eleven case settlements were reached by the parties and two awards were still outstanding as of December 31, 1985.

The Articulation Council of Secondary and Post Secondary Education in Manitoba

The Council was established in 1977 to provide an opportunity for representatives of the various educational organizations to meet with representatives of the post-secondary institutions to discuss problems and concerns in articulation between secondary and post-secondary institutions.

"Articulation in the 80's" continued to be a prime issue for discussion for the Council in 1985. The Council also continued to pursue its objectives of sharing information, promoting understanding and considering problems that exist between the two levels of education it represents as well as among the post-secondary institutions.

Meetings during fall 1985 were deferred because of the temporary absence of a Chairperson.

Membership in the Council includes representatives from the following organizations and institutions:

Assiniboine Community College
Brandon University
Keewatin Community College
Manitoba Association of Principals
Manitoba Association of School Counsellors
Manitoba Association of School Superintendents
Manitoba Association of School Trustees
Manitoba Association Student Councils
Manitoba Education
Manitoba Teachers' Society
Red River Community College
St. Boniface College
Universities Grants Commission
University of Manitoba
University of Winnipeg

Expenditure Summary By Appropriation

for the fiscal year ended March 31, 1986

Appropriation	Actual ($000)	1985/86 Printed Estimate ($000)	Variance From Budget ($000)	Variance From Budget %	Explanation Number
16-1 ADMINISTRATION					
a) Minister's Salary	18.1	19.6	(1.5)	(8)	
	18.1	19.6	(1.5)	(8)	
b) Executive Support					
Salaries	274.3	286.6	(12.3)	(4)	
Other Expenditures	114.0	57.4	56.6	99	
	388.3	344.0	44.3	13	
c) Research & Planning					
Salaries	326.2	352.5	(26.3)	(7)	
Other Expenditures	135.5	147.8	(12.3)	(9)	
	461.7	500.3	(38.6)	(8)	
d) Personnel Service					
Salaries	182.7	218.3	(35.6)	(16)	
Other Expenditures	20.4	19.7	.7	4	
	203.1	238.0	(34.9)	(15)	
e) Financial Service					
Salaries	749.0	694.4	54.6	8	
Other Expenditures	52.3	53.2	(.9)	(1)	
	801.3	747.6	53.7	7	
f) Computer Service					
Salaries	1,021.1	1,020.0	1.1		
Other Expenditures	868.7	849.2	19.5	2	
	1,889.8	1,869.2	20.6	1	
g) Communications					
Salaries	185.0	204.6	(19.6)	(10)	
Other Expenditures	86.2	79.8	6.4	11	
	271.2	284.4	(13.2)	(4)	
h) Administrative Services					
Salaries	857.5	939.8	(82.3)	(9)	
Other Expenditures	243.5	230.9	12.6	5	
	1,101.0	1,170.7	(69.7)	(6)	
16-1 Recoveries	(725.1)	(885.8)	160.7	(18)	
TOTAL 16-1	4,409.4	4,288.0	121.4	3	

Expenditure Summary By Appropriation

for the fiscal year ended March 31, 1986

Appropriation	Actual ($000)	1985/86 Printed Estimate ($000)	Variance From Budget ($000)	Variance From Budget %	Explanation Number
16-2 TEACHERS' RETIREMENT ALLOWANCE FUND AND OPERATIONAL SUPPORT SERVICES					
a) Teachers' Retirement Allowance Fund	18,559.1	19,070.0	(510.9)	(3)	
	18,559.1	19,070.0	(510.9)	(3)	
b) Teacher Certification and Records					
(1) Salaries	183.7	175.8	7.9	4	
(2) Other Expenditures	25.9	42.7	(16.8)	(39)	
	209.6	218.5	(8.9)	(4)	
c) Statutory Boards and Commissions	20.4	30.0	(9.6)	(32)	
	20.4	30.0	(9.6)	(32)	
16-2 Recoveries	(15.8)	(18.5)	2.7	(15)	
TOTAL 16-2	18,773.3	19,300.0	(526.7)	(3)	
16-3 FINANCIAL SUPPORT - PUBLIC SCHOOLS					
a) School Grants & Other Assistance	379,042.1	379,099.2	(57.1)		
b) Miscellaneous Grants	244.6	263.0	(18.4)	(7)	
c) Assistance to Schools in Remote Areas	193.2	242.5	(49.3)	(20)	
16-3 Recoveries	(3,549.6)	(3,533.6)	(16.0)	(1)	
TOTAL 16-3	375,930.3	376,071.1	(140.8)		

Expenditure Summary By Appropriation

for the fiscal year ended March 31, 1986

Appropriation	Actual ($000)	1985/86 Printed Estimate ($000)	Variance From Budget ($000)	Variance From Budget %	Explanation Number
16-4 PROGRAM DEVELOPMENT SUPPORT SERVICES					
a) Division Administration					
Salaries	160.0	136.0	24.0	18	
Other Expenditures	26.3	18.8	7.5	39	
	186.3	154.8	31.5	20	
b) Curriculum Development and Implementation					
Salaries	2,118.8	2,271.5	(152.7)	(7)	
Other Expenditures	1,495.0	1,392.9	102.1	8	
	3,613.8	3,664.4	(50.6)	(1)	
c) Native Education					
Salaries	485.4	506.9	(21.5)	(4)	
Other Expenditures	223.3	202.6	20.7	10	
	708.7	709.5	(0.8)	—	
d) Manitoba School for the Deaf					
Salaries	2,022.7	2,110.4	(87.7)	(4)	
Other Expenditures	460.6	450.3	10.3	2	
	2,483.3	2,560.7	(77.4)	(3)	
e) Child Care Development					
Salaries	3,575.2	3,709.3	(134.1)	(4)	
Other Expenditures	1,280.9	1,376.8	(95.9)	(7)	
	4,856.1	5,086.1	(230.0)	(5)	
f) Instructional Media Services					
Salaries	1,147.1	917.6	229.5	25	1
Other Expenditures	636.9	657.8	(20.9)	(3)	
	1,784.0	1,575.4	208.6	13	
g) Correspondence Branch					
Salaries	628.6	693.0	(64.4)	(9)	
Other Expenditures	641.8	587.4	54.4	9	
	1,270.4	1,280.4	(10.0)	(1)	
h) Regional Services					
Salaries	359.4	540.7	(181.3)	(34)	2
Other Expenditures	269.8	58.0	211.8	366	2
	629.2	598.7	30.5	5	
16-4 Recoveries	(748.8)	(782.6)	33.8	(5)	
TOTAL 16-4	14,783.0	14,847.4	(64.4)	(1)	

Expenditure Summary By Appropriation

for the fiscal year ended March 31, 1986

Appropriation	Actual ($000)	1985/86 Printed Estimate ($000)	Variance From Budget ($000)	Variance From Budget %	Explanation Number
16-5 POST-SECONDARY ADULT AND CONTINUING EDUCATION					
a) Division Administration					
Salaries	753.7	613.8	139.9	23	3
Other Expenditures	301.5	282.5	19.0	8	
	1,055.2	896.3	158.9	18	
b) Programming Branch					
Salaries	298.2	303.8	(5.6)	(2)	
Other Expenditures	17.0	30.1	(13.1)	(44)	
	315.2	333.9	(18.7)	(6)	
c) Red River Community College					
Salaries	23,868.2	23,310.1	558.1	2	
Other Expenditures	6,088.1	6,735.4	(647.3)	(10)	4
Less: Recoverable from other Appropriations	(437.3)	(361.0)	(76.3)	(21)	
	29,519.0	29,684.5	(165.5)	(1)	
d) Assiniboine Community College					
Salaries	6,173.4	5,668.0	505.4	9	
Other Expenditures	1,608.1	1,566.7	41.4	3	
Less: Recoverable from other Appropriations	(10.0)	(29.0)	19.0	66	
	7,771.5	7,205.7	565.8		
e) Keewatin Community College					
Salaries	3,783.6	3,906.0	(122.4)	(3)	
Other Expenditures	1,097.9	1,060.9	37.0	5	
	4,881.5	4,966.9	(85.4)	(1)	
f) Personnel Branch					
Salaries	152.4	115.2	37.2	32	
Other Expenditures	13.5	6.7	6.8	99	
	165.9	121.9	44.0	4	
g) Student Aid					
Salaries	1,055.8	1,097.8	(42.0)	(4)	
Other Expenditures	195.6	190.0	5.6	4	
Assistance	7,093.4	6,407.5	685.9	11	5
	8,344.8	7,695.3	649.5	9	
h) Student Aid Appeal Board					
Salaries	95.5	93.1	2.4	3	
Other Expenditures	6.9	5.5	1.4	25	
	102.4	98.6	3.8	4	

Expenditure Summary By Appropriation

for the fiscal year ended March 31, 1986

Appropriation	Actual ($000)	1985/86 Printed Estimate ($000)	Variance From Budget ($000)	Variance From Budget %	Explanation Number
16-5 POST-SECONDARY ADULT AND CONTINUING EDUCATION cont'd					
j) Northern Development Agreement					
Salaries	756.2	634.1	122.1	19	
Other Expenditures	1,123.4	1,429.1	(305.7)	(21)	
Grants	5,418.7	5,583.6	(164.9)	(3)	6
	7,298.3	7,646.8	(348.5)	(5)	
(4) Less: Recoverable from other Appropriations	(7,298.3)	(7,646.8)	348.5	5	
	0.0	0.0	0.0	0	
k) Canada-Manitoba Winnipeg Core Area Agreement					
Salaries	1,524.6	1,001.6	523.0	52	7
Other Expenditures	972.4	3,238.4	(2,266.0)	(70)	8
Grants	768.7	771.0	(2.3)		
	3,265.7	5,011.0	(1,745.3)	(35)	
(4) Less: Recoverable from Urban Affairs	(2,909.2)	(4,211.0)	1,301.8	30	
	356.5	800.0	(443.5)	(63)	
m) Cooperative Training Programs					
Salaries	68.2	40.0	28.2	71	
Other Expenditures	2,257.1	2,376.2	(119.1)	(5)	
	2,325.3	2,416.2	(90.9)	(4)	
n) Continuing Education Program					
Salaries	327.9	267.7	60.2	23	
Other Expenditures	1,203.4	1,289.7	(86.3)	(6)	
Grants	3,656.7	3,620.5	36.2	(1)	
	5,188.0	5,177.9	10.1	1	
p) Cost Recovery Programs					
Salaries	5.8	—	5.8	—	
Other Expenditures	1.0	—	1.0	—	
	6.8	—	6.8	—	
16-5 Recoveries not shown above	(27,890.7)	(29,479.7)	1,589.0	(5)	
TOTAL 16-5	32,141.4	29,917.5	2,223.9	11	

Expenditure Summary By Appropriation

for the fiscal year ended March 31, 1986

Appropriation	Actual ($000)	1985/86 Printed Estimate ($000)	Variance From Budget ($000)	Variance From Budget %	Explanation Number
16-6 UNIVERSITIES GRANTS COMMISSION					
a) Salaries	172.7	176.4	(3.7)	(2)	
b) Other Expenditures	150.3	157.0	(6.7)	(4)	
c) Grants	155,977.6	155,977.6	—	—	
TOTAL 16-6	156,300.6	156,311.0	(10.4)	—	
16-7 BUREAU DE L'EDUCATION FRANCAISE					
a) Division Administration					
Salaries	85.0	97.9	(12.9)	(13)	
Other Expenditures	22.2	22.2	—	—	
	107.2	120.1	(12.9)	(10)	
b) Curriculum Development and Implementation					
Salaries	337.4	756.7	(419.3)	(55)	9
Other Expenditures	619.3	199.9	419.4	210	9
	956.7	956.6	0.1	—	
c) Educational Support Services					
Salaries	163.0	189.2	(26.2)	(14)	
Other Expenditures	50.4	64.7	(14.3)	(22)	
Assistance	194.0	131.4	62.6	48	
	407.4	385.3	22.1	6	
d) Official Language and Administration					
Salaries	328.0	299.8	28.2	9	
Other Expenditures	265.3	159.4	105.9	71	
Assistance	1,122.3	1,064.6	57.7	5	
	1,715.6	1,523.8	191.8	13	
e) Library and Materials Production					
Salaries	294.2	301.3	(7.1)	(2)	
Other Expenditures	239.4	222.1	17.3	8	
	533.6	523.4	10.2	2	
16-7 Recoveries	(2,627.0)	(2,110.1)	(516.9)	25	
TOTAL 16-7	1,093.5	1,399.1	(305.6)	(22)	

Expenditure Summary By Appropriation

for the fiscal year ended March 31, 1986

Appropriation	Actual ($000)	1985/86 Printed Estimate ($000)	Variance From Budget ($000)	Variance From Budget %	Explanation Number
16-8 EXPENDITURES RELATED TO CAPITAL					
a) 1. Red River Community College	802.7	1,034.9	(232.2)	(23)	10
2. Assiniboine Community College	419.4	443.2	(23.8)	(5)	
3. Keewatin Community College	185.8	261.1	(75.3)	(28)	
4. Canada-Manitoba Skills Growth Fund	508.6	508.6	—	—	
b) 1. Universities	4,000.0	4,000.0	—	—	
2. School Divisions	18,122.5	18,122.5	—	—	
	24,039.0	24,370.3	(331.3)		
16-8 Recoveries	(540.9)	(508.6)	(32.3)	7	
TOTAL 16-8	23,498.1	23,861.7	(363.6)	(2)	

Expenditure Summary By Appropriation

for the fiscal year ended March 31, 1986

Appropriation	Actual ($000)	1985/86 Printed Estimate ($000)	Variance From Budget ($000)	Variance From Budget %	Explanation Number
JOBS FUND PROJECTS					
16-4(b) Career Symposium	30.9	32.0	(1.1)	(4)	
16-5(q) Limestone Training	2,113.8	2,134.9	(21.1)	—	
16-8(c) University of Manitoba Earth Science Building	2,848.6	2,850.0	(1.4)		
16-8(c) Limestone Training	56.0	69.2	(13.2)	(19)	
Sub-Total	5,049.3	5,086.1	(36.8)		
16-4(b) Recoveries	(30.9)	(32.0)	1.1	(4)	
16-5(q) Recoveries	(2,113.8)	(2,134.9)	21.1		
16-8(c) Recoveries	(2,904.6)	(2,919.2)	14.6		
TOTAL JOBS FUND PROJECTS	—	0	0	—	
TOTAL 16	626,929.6	625,995.8	933.8	—	

Explanations

1. 16-4f Instructional Media Services - Salaries

Seven positions of the Media Production Section were abolished in the 1985-86 budget as of April 1, 1985. The employees affected were not laid off, and immediate actions were undertaken for redeployment. In spite of the concerted action taken by all concerned it was not possible to locate suitable positions for all during the fiscal year. The situation has been resolved for April 1, 1986. As a result, Treasury Board was petitioned for additional funds to cover the shortfall in salaries and the request was granted in TB 4/86-16(a).

2. 16-4h Regional Services - Salaries and Other Expenditures

The Branch has five staff years used to supply assistance to rural and northern school divisions by means of secondments utilized on a full-time and part-time basis. The use of seconded staff greatly increases the flexibility of the Branch to meet identified field needs.

As salaries are allocated in 16-4h-1 and secondment invoices from school divisions are paid from 16-4h-2, it is necessary during the year to transfer monies from the salaries to other expenditure sub-appropriations. This is an annual occurence with the branch.

3. 16-5a Division Administration PACE - Salaries

(a) Staff year transfer from Programming Branch	$ 32.0
(b) Salary payment Universities Grants Commission	20.1
(c) Secondment from Winnipeg School Division	20.7
(d) Staff turnover not realized	18.9
(e) General salary increase	9.2
(f) Term staff year transfers from RRCC	34.0
(g) Vacation and overtime payouts	5.0
	$139.9

4. 16-5c Red River Community College - Other Expenditures

(a) New Initiatives undertaken by PACE at Assiniboine Community College with monies transferred from 16-5c-2.

ICBL	$ 80.0
Telecommunications Course	38.8
Tourism, Industry & Management Course	5.0
International Programs Administration	12.0
	$135.8

(b) New Initiatives undertaken by PACE at Keewatin Community College with monies transferred from 16-5c-2.

ICBL	$ 54.6
Band/Community Administration	31.0
Native Counselor hired	30.0
	$115.6

(c) Year-end salary adjustments due to salary increases and lower staff turnover than anticipated	$395.9
	$647.3

5. 16-5g Student Aid - Assistance

	1985/86 Actual	1985/86 Estimates	Actual Over (under) Estimates
Secondary Schools, Regular Adult and Frontier	$1,122.7	$1,300.8	($178.1)
University Entrance, Undergraduate, Graduate, & Mature	1,782.8	1,283.0	499.8
Technical & Private Trade Schools	1,166.8	652.7	514.1
Special Opportunity Grants and Loans, Handicap, Dental, Audiology, Teacher Training, PW/PA Indian, Metis, Rossbrook House, Adult Basic Education	614.6	512.0	102.6
Loan Rebates	1,826.5	2,169.0	(342.5)
Metis & Native	642.0	552.0	90.0
TOTAL	$7,155.4	$6,469.5	$685.9

Actual demand for student allowances was 10.8 percent higher than projected, with the number of awards increasing by 1,949.

Applications for loan rebates were lower than anticipated.

6. 16-5j Northern Development Agreement - Other Expenditures

(a) Salaries for RRCC - Northern Nursing Programs Thompson: teaching staff budgeted in 16-5j-2, but paid from 16-5j-1	($116.2)
(b) Community College Access Program surplus due to three students receiving funding from other sources	(64.4)
(c) Northern Nursing Programs surplus due to seven students receiving funding from other sources	(110.2)
(d) Surplus in realty and maintenance costs in Northern Nursing Program	(14.9)
	($305.7)

7. 16-5k Winnipeg Core Area Agreement - Salaries

(a) Core Area Trainee payroll paid from 16-5k-1, but funds allocated to 16-5k-2	$780.0
(b) Project approvals and implementations were delayed due to lengthy negotiations with employers and other levels of government	($257.0)
	$523.0

8. 16-5k Winnipeg Core Area Agreement - Other Expenditures

(a) Core Area Trainee payrolls paid from 16-5k-1 but funds allocated to 16-5k-2	($780.0)
(b) Project approvals and implementation were delayed due to lengthy negotiations with employees and other levels of government	($1,486.0)
	($2,266.0)

9. 16-7b Curriculum Development & Implementation - Salaries

Similar to explanation #2, the Bureau had 13 staff years in this appropriation which were not filled on a permanent basis with civil servants, but employed teachers on secondments from school divisions etc. The funds were allocated in 16-7b-1 and transferred to 16-7b-2 as periodically invoices were received for reimbursement. This is an annual occurence with the branch 424.8.

10. 16-8a Red River Community College - Capital

(a) 2% cabinet reduction in proposed expenditures	($214.0)
(b) Various small surpluses due to goods not received by March 31/86	(18.2)
	($232.2)

Appendix

Table 1

Student Enrolment by Grades in Manitoba Public Schools

Year	Special Education	N	K	1	2	3	4	5	6	7	8	9	10	11	12	
1970	3,598	625	15,022	20,921	20,689	20,124	20,203	19,909	19,665	19,447	19,205	18,792	18,460	16,361	14,483	247,504
1971	3,485	709	14,912	19,574	20,023	19,818	19,736	19,984	19,603	20,260	18,921	19,148	18,084	16,483	14,827	245,567
1972	3,219	692	14,180	18,295	18,590	19,269	19,455	19,405	19,863	20,154	19,341	18,585	18,226	16,024	14,410	239,708
1973	2,980	777	14,664	17,044	17,325	18,261	18,959	19,318	19,121	20,386	19,451	18,884	17,391	16,143	13,865	234,569
1974	2,855	960	15,003	17,304	16,361	16,842	18,079	18,789	19,124	19,903	19,569	18,738	17,499	15,666	13,655	230,347
1975	2,847	1,043	15,651	17,691	16,291	15,909	16,602	17,997	18,688	19,842	19,287	18,929	18,016	15,955	13,629	228,377
1976	3,220	1,360	15,508	17,815	16,699	15,905	15,888	16,525	17,804	19,094	19,161	18,457	18,252	16,157	13,928	225,773
1977	2,857	1,496	14,990	17,559	16,840	16,249	15,648	15,735	16,258	18,344	18,501	18,456	18,185	16,275	14,010	221,403
1978	2,845	1,677	14,632	16,639	16,423	16,351	15,804	15,392	15,355	16,703	17,698	18,017	17,757	16,012	14,356	215,661
1979	2,857	1,639	14,594	15,873	15,470	16,043	15,924	15,414	15,080	15,686	16,060	16,947	17,221	15,739	14,223	208,770
1980	3,080	1,769	14,374	15,970	15,052	15,094	15,643	15,633	15,159	15,386	15,223	15,474	16,696	15,552	14,299	204,404
1981	2,981	1,689	13,972	15,887	15,174	14,861	14,879	15,394	15,493	15,479	14,809	14,643	15,568	15,271	14,561	200,661
1982	3,111	1,780	13,915	15,399	15,198	14,962	14,787	14,967	15,295	16,093	15,135	14,799	15,400	14,275	15,405	200,521
1983	3,159	1,868	13,985	15,175	14,742	14,946	14,848	14,678	14,837	15,796	15,614	15,166	15,288	14,312	15,329	199,743
1984	2,936	1,962	14,272	15,183	14,457	14,576	14,884	14,812	14,666	15,354	15,452	15,735	15,746	14,328	15,111	199,474
1985	2,797	2,089	14,373	15,467	14,377	14,378	14,438	14,819	14,687	15,162	15,028	15,493	16,248	14,602	14,990	198,948

These figures are compiled at September 30th of each year.

Data Source: Enrolment and Transported Pupils Report.

Table 2

Teaching of Second Languages in Manitoba Schools During the School Year 1984/85

Second Language	No. of Students Enrolled in Language Programs														Total No. of Students Enrolled in Language Program	Total No. of Teachers Teaching in Language Program
	K	1	2	3	4	5	6	7	8	9	10	11	12	Multi-Grade		
German	35	300	407	537	579	562	521	705	729	544	205	148	113	706	6,091	137
English-German Bilingual	106	101	71	61	58										397	11
Hebrew	19	64	60	72	107	58	85	84	83	83	36	29	33	183	996	27
English-Hebrew Bilingual	45	40	40	22											147	7
Icelandic		17	9	16	14	14	13								83	1
Italian							23						22		45	2
Latin				23	13	14				137	46	15		30	278	8
Mandarin														170	170	1
Pilipino								10	20	23				303	356	4
Polish														53	53	1
Portuguese								36	40	35	56			262	429	7
Spanish								41	59	36	16				152	2
Ukrainian		61	37	93	73	98	100	130	172	117	75	52	21	344	1,373	48
English-Ukrainian Bilingual	83	146	143	107	95	97	79								750	37
Yiddish		7	10		7		7							10	41	3
TOTALS	288	736	777	931	946	843	828	1,006	1,103	975	434	244	189	2,061	11,379	296

NOTE: In addition, approximate figures for Hutterite German enrollment is 2,500 students and 80 teachers.

Table 3

Hebrew and German Bilingual Programs

English-Hebrew Bilingual Program	Grade	1984-85	1985-86
Centennial School	K	25	20
	1	19	28
	2	18	19
	3	22	18
	4		24
		84	109
Sir William Osler School	K	20	14
	1	21	22
	2	12	21
	3		12
		53	69
	TOTAL	137	178
English-German Bilingual Program	**Grade**	**1984-85**	**1985-86**
Donwood School	K	26	25
	1	26	26
	2	22	31
	3		20
	4		28
	5		15
		74	145
Princesss Margaret School	K	59	55
	1	52	62
	2	49	51
	3	61	50
	4	58	31
	5		39
		279	288
South Oaks School	K	21	29
	1	23	26
	2		23
		44	78
	TOTAL	397	511

Table 4

Summary of the Use of Work Education During the 1984/85 School Year

Number of school divisions and districts with programs incorporating work education			52
Number of schools offering programs incorporating work education			162
Number of regular high school programs incorporating work education			42
Number of business education programs incorporating work education			48
Number of vocational industrial programs incorporating work education			56
Number of occupational entrance programs incorporating work education	Junior High	11	
	Senior High	73	
	Total		84
Number of special education programs incorporating work education			72
Number of cooperative vocational education programs			7
Total number of programs incorporating work education registered with the Department of Education			302
Number of students involved in programs incorporating work education	Boys	3,127	
	Girls	3,211	
	Total		6,338
Number of accident reports filed with Workers Compensation for students in programs incorporating work education			28

Table 5

Correspondence School Statistics 1984-85

		(over last year)
Number of Student Registrations	8,894	3.1 % increase
Number of Subject Registrations	12,102	8.3 % increase
School Students	5,636	.16% increase
Home Study Students	3,258	8.8 % increase

Table 6

Enrolment in Correspondence Courses Grades I - VIII, By Subject for the School Year 1984-85

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Language Arts	10	6	6	9	8	11	23	38
Mathematics	11	6	7	10	10	13	25	50
Social Studies	10	5	6	11	9	13	21	31
Science	10	6	6	10	8	12	23	33
Art	10	5	7	10	7	13	18	17
German							84	40
French							103	35
Ukrainian								39

Enrolment in Correspondence Courses Grades IX - XII, By Subject for the School Year 1984-85

	Grade 9	Level I	Level II	Level III
English 9	119			
Social Studies 9	94			
Mathematics 9	167			
Science 9	90			
Art 9	34			
Home Economics 9	26			
Exploration of Business 9	41			
Latin 9	26			
Ukrainian	13			
French 9	57			
German 9	45			
English 100		99		
English 101		186		
American History 100		117		
Mathematics 100		104		
Mathematics 100		403		
Geography 100		105		
Geography 101		189		
Science 100		88		
Science		142		
General Business 101		361		
Typewriting 102		86		
Dactylographie 102		3		
Home Economics		86		
Power Mechanics		378		
Drafting		106		
Agriculture		657		
Art 101		139		
Latin 100		13		
Ukrainian 100		16		
German 100		62		
French 100		92		
Français 101		51		
Spanish 100		72		
Retailing 102		63		
Career Preparation 105		165		
English 200			74	
English 201			128	
Canadian History 200			118	

Table 6 continued

Enrolment in Correspondence Courses Grades IX - XII, By Subject for the School Year 1984-85

	Grade 9	Level I	Level II	Level III
Biology 200 Anatomy and Physiology		84		
Mathematics 200		176		
Mathematics 201		335		
Biology 200 - THE CELL		68		
Biology 201		72		
Physical Science 201		72		
Physics 200		152		
Chemistry		123		
Geography		54		
Business Principles 201		198		
Accounting 202		431		
Shorthand and Transcription 202		43		
Typewriting 202		119		
Dactylographie 202		1		
Ukrainian 200		2		
German 200		23		
French 200		68		
Français 201		7		
Histoire du Canada 200		11		
History 201		274		
English 300				191
English 301				175
History 300				158
History 301				84
Mathematics 300				538
Mathematics 301				237
Topics in Mathematics 305				111
Statistics and Probability 305				84
Geography 300				130
Biology 300 Genetics and Evolution Biochemistry				115
Biology				109
Physical Science				40
Physics 300				30
Chemistry 300				166
Anthropology 305				136
Accounting 302				100
Canadian Law 302				124
Economics 301				132
French 300				13
Ukrainian 300				45
Français				4
German 300				6
Typewriting 302				15
				67

Table 7

General Educational Development Tests

Permanent records, statements of standing and certificates of high school equivalency were prepared as indicated below:

	March 1985	June 1985	Sept. 1985	Dec. 1985	March 1986	Special Sittings	Total 85-86
Number Written	484	517	260	364	459	42	2126
Equivalency Certificate Achieved							
Grade 12	330	353	179	259	295	27	1442
Grade 11	19	21	4	14	21	2	81
Grade 10	17	16	19	17	28	3	100
TOTAL	366	390	202	290	344	32	1624
No Equivalency Achieved							
Scores below minimum required	50	41	6	33	41	7	178
Did not write complete battery	8	28	17	5	14	0	72
TOTAL	58	69	23	38	55	7	250
Cetificates Achieved							
Grade 12	28	21	18	15	20	3	105
Grade 11	6	6	2	3	6	0	23
Grade 10	5	5	2	4	5	0	21
TOTAL	39	32	22	22	31	3	149
No Change in Equivalency	21	26	13	14	29	0	103
Total Rewrites	60	58	35	36	60	3	252

The Correspondence Branch also issued a total of 50 duplicate GED Certificates during 1985-86

Table 8

Statistics For Teacher Certification

Summary of Certificates issued January 1, 1985 to March 31, 1986

Certificates issued to students successfully completing a teacher education program at the University of Manitoba in 1985					285
Certificates issued to students successfully completing a teacher education program at the University of Winnipeg in 1985					125
Certificates issued to students successfully completing a teacher education program at the Institut pedagogique, St. Boniface in 1985					47
Certificates issued to students successfully completing a teacher education program at Brandon University in 1985					143
Regular Students	120	PENT	10	BUNTEP	13
Certificates issued to students successfully completing a teacher education program at Red River Community College in 1985					40
Vocational Industrial	13				
Industrial Arts	10				
Business Education	6				
Professional Certificates					571
Principal's - Valid in any School					36
Principal's - Valid in Elementary or Junior High					10
Level 1 - School Administrator					878
Level 2 - Principal					96
Special Certificates in Physical Education (4), Music (2)					6
First Class Certificates - Class 2					2
First Class Certificates - Class 3					4
First Class Certificates - Class 4					1
Special Vocational Industrial Certificates					23
Special Industrial Arts Certificates					4
Special Business Education Certificates					2
Certificates issued to teachers transferring their credentials from centres outside of Manitoba					259
Certificates re-issued to teachers who have received additional degrees or have lost their certificates					282
Certificates issued to teachers who have changed their names					264
Certificates that have been extended					329
School Clinicians:					
Psychologists	14	Social Workers	8		
Speech & Hearing	10	Occupational Therapists	4		
Reading	4	Physiotherapists	4		44
Special Education Certificates					77
TOTAL					5,488
Letters of Eligibility issued to teachers who have had their credentials assessed for certification purposes, but, in turn, did not obtain a teaching position and were not issued a teaching certificate					102
Statistics Relating to the Activities of the Teacher Certification Office					
Statements of Professional Standing for teachers leaving Manitoba					341
Statements of Normal School Training					96
Statement of Teaching Experience					79
Miscellaneous Statements (Summer School, Special Education)					2
Changed in classification resulting from university studies					751
Verification of classification to employers					4,238
TOTAL					5,609

Table 8 continued

Teacher Placement:	
Permits	116
Letters of Authority	244
TOTAL	360

Table 9

Statistics For Student Academic Records

Academic Transcripts Issued

1985

Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
58	58	80	70	57	52	112	120	56	50	38	30

1986

Jan.	Feb.	Mar.	TOTAL
46	73	66	966

General Educational Development Transcripts Issued

1985

Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
10	14	21	18	14	14	9	13	13	13	8	6

1986

Jan.	Feb.	Mar.	TOTAL
15	11	8	187

Academic Appraisals Completed for Employment

1985

Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
10	8	4	7	8	8	31	17	14	8	4	6

1986

Jan.	Feb.	Mar.	TOTAL
12	6	4	147

Origin of Academic Appraisals

Canadian Provinces:

Alberta	3	Ontario	6
British Columbia	1	Quebec	9
New Brunswick	1	Saskatchewan	3
Nova Scotia	3		
		Canadian Subtotal:	26

Others:

Assiniboine Community College	1	Laos	1
Austria	1	New Zealand	1
Chile	1	Nigeria	1
China	1	Pakistan	2
Egypt	1	Philippines	32
El Salvador	1	Poland	16
England	11	Rumania	3
Ethiopia	4	South Africa	1
Germany	6	Sri Lanka	1
Guyana	2	Sweden	1
India	16	U.S.S.R.	1
Ireland	1	U.S.A.	6
Italy	3	Viet Nam	2
Korea	1	Yugoslavia	3
		Other Subtotal:	121
		TOTAL:	147

Table 10

Academic Awards and Medals

Governor-General's Bronze Medals - 1984

In 1984, 86 Governor-General's Bronze Medals were awarded to students in Manitoba. The awards were distributed to the following students enroled in the schools listed.

Name	School
Algera, Henry F.	Springfield Collegiate
Angers, Kelly Lynn	Neepawa Area Collegiate
Barnes, Bonnie Beth	Neelin High School
Bell, Grant	Deloraine Collegiate
Bird, Lawrence	Gordon Bell High School
Blampy, Janice Roberta	West Kildonan Collegiate
Bossuyt, Shawnda Marie	Sanford Collegiate
Bouchard, Theresa	St. Paul's Collegiate
Brandt, Kevin James	Niverville Collegiate
Bruce, Joanne	St. Laurent Collegiate
Budgen, Shawn Cameron	Portage Collegiate
Buternowsky, Barry Daniel	Rossburn Collegiate
Carlson, Andrew Stanley	Teulon Collegiate
Carter, George Wesley	Warren Collegiate
Cochrane, Dayna	Crocus Plains Regional Secondary School
Collier, John Douglas	Arthur Meighen High School
Crowe, Trever	Gilbert Plains Collegiate
De Sa, Virginia	Shaftesbury High School
DeVries, Elizabeth Ann	Ste. Rose Collegiate
Dolovich, Gary	Garden City Collegiate
Duguay, Carmele Nicole	Windsor Park Collegiate
East, Jacqueline Patricia	Glenboro School
Falloon, Roger William	Birtle Collegiate
Fournier, Lisa M.	Sturgeon Creek Regional Secondary School
Frechette, Chantal	Ecole Precieux-Sang
Freeman, Shannon Marie	Elkhorn School
Frenette, Christine Lorraine	Winnipeg Technical Vocational High School
Friesen, Wesley Jacob	W.C. Miller Collegiate
Froese, Alana Faye	Reston Collegiate
Fullerton, Robert Roy	Swan Valley Regional Secondary School
Gilmore, Blair	Kelwood School
Grabowski, Karen Leah	Churchill High School
Graham, Simon James	Vincent Massey Collegiate
Halas, George B.	Maples Collegiate
Hanan, Garry Shawn	College Louis Riel
Hardy, Karen	Hartney Collegiate
Henry, Dennis	Hapnot Collegiate
Holland, Robert Craig	St. James Collegiate
Holmes, Crystal Ann	Cartwright School
Janzen, Walter	Steinbach Regional Secondary School
Kolochuk, Karen Lynn	Winnipegosis Collegiate
Kroll, Ian Timothy	Margaret Barbour Collegiate
Lafreniere, Christianne	Notre Dame Collegiate
Langer, Sabine Monika	Daniel McIntyre
Lee, Pao Lien	Kildonan East Regional Secondary School
Levine, Elan Sari	Glenlawn Collegiate
Lim David	Sisler High School
Lloyd, Shelly Ruth	Gimli Composite High School
Lu, John	Oak Park High School
Lu, Susan Lim	Major Pratt School

Table 10 continued

Academic Awards and Medals

Governor-General's Bronze Medals - 1984

Name	School
Manser, Penny Anne	Virden Collegiate
Mason, Christa Marie	Kelvin High School
Matieshin, Jill	Silver Heights Collegiate
Moar, Laura Ann	Alonsa School
Mustapha, Abduhl Azim	John Taylor Collegiate
Naik, Kavita	Dakota Collegiate
Nawrocka, Renata	J.H. Bruns
Neuschwander, Agabus	William Morton Collegiate
Pacak, Gina	Pine Falls Collegiate
Pallone, Erminia	Elmwood High School
Pauwelyn, Diana	Nelson McIntyre Collegiate
Plett, Carol	Wawanesa School
Plohman, Carolyn Jean	Ashern Central School
Pouteau, Dawn	Westmount High School
Proven, Diana	Morden Collegiate
Riley, Renee Dawn	Stonewall Collegiate
Schmidt, Richard Daniel	Garden Valley Collegiate
Semenick, Ila	Ethelbert School
Stark, Caroline Joy	Dauphin Regional Secondary School
Starr, Lisa	Sandy Bay School
Steppler, Mark	Miami Collegiate
Suprun, Teresa	St. John's High School
Tallin, Sarah Melinda	Lord Selkirk Regional Secondary School
Thomlinson, Michael	McCreary School
Vanderveen, Audrey	Carman Collegiate
Watling, Christopher John	Vincent Massey High School
Wegner, Gerald Dan	Whitemouth School
Winmill, Susan	Grant Park High School
Woloshyn, Matthew William	Murdoch MacKay Collegiate
Yahiro, Cheryl Jane	Miles Macdonell Collegiate
Yarush, Cal	Grandview School
Young, Lisa Jennifer	Westwood Collegiate
Yu, Darrow Kim-Sang	River East Collegiate
Yuen, Walter Roy	Souris School
Ziegler, Carol Ann	Transcona Collegiate
Ziprick, Darwin Jonathon	Goose Lake High School

Table 10 continued

Manitoba Government Book Awards - 1984		
Name	**University**	**Course**
Epp, Vivian	Brandon University	Education I
Paine, Nancy C.	Brandon University	Bachelor of Education
Millier, Joanne	College de St-Boniface	Certificate in Education (Elementary)
Vermette, Georges	College de St-Boniface	Certificate in Education (Secondary)
Briercliffe, Jocelyn	University of Manitoba	Certificate in Education (Elementary)
MacKenzie, Linda	University of Manitoba	Certificate in Education (Secondary)

Table 11

School Divisions
Comparative Statement of Revenue and Expenditure

Revenue	1984	1985
Provincial Government	$517,475,196	$529,844,611
Federal Government	11,129,659	10,747,561
Municipal Government	136,826,087	152,924,828
Other School Divisions	4,068,264	4,002,159
Opted Out Indian Bands	7,783,849	6,965,182
Private Organizations & Individuals	10,108,763	8,329,945
TOTAL	$687,391,818	$712,814,286
Expenditures		
Regular Instruction	$412,821,054	$425,718,980
Exceptional	60,497,495	68,387,687
Vocational	16,972,992	17,439,609
Community Education & Services	4,880,413	5,803,849
Administration	26,387,951	28,205,127
Instructional and Pupil Support Services	30,550,606	33,619,464
Transportation of Pupils	33,646,570	35,272,706
Operations and Maintenance	83,339,249	87,649,437
Fiscal	10,996,130	10,937,743
SUB-TOTAL	$680,092,460	$713,034,602
Interfund Transfers	8,377,854	4,875,078
TOTAL	$688,470,314	$717,909,680
Excess/(Deficiency)	(1,078,496)	(5,095,394)

1984 is based on financial statements, 1985 on budget statements from the 1985 FRAME Annual Report.

Table 12

Manitoba Student Aid Branch Loans and Bursaries

Period April 1, 1984 - March 31, 1985

	Number of Applications	Number of Awards				Amount Awarded ($000)		
		Loan Only	Bursary Only	Loan Rebate & Bursary	Total	Loan	Loan Rebate	Bursary
A. Secondary								
Regular	3,410		3,230		3,230			934.1
Adult	593		549		549			228.1
Frontier	227		227		227			80.5
Sub-Total Secondary	4,230		4,006		4,006			1,242.7
B. Post-Secondary								
University of Manitoba	4,455	3,038	2	1,171	4,211	12,526.7	1,091.3	745.5
University of Winnipeg	1,316	817	2	450	1,269	3,759.0	392.1	359.5
Brandon University	915	619	1	267	887	2,604.7	269.3	127.8
Red River Community College	1,975	1,313	93	376	1,782	5,538.6	442.0	323.4
Assiniboine Community College	473	299	21	115	435	1,331.1	142.7	81.5
Keewatin Community College	172	121	9	21	151	412.7	16.8	31.5
Other In-Province	1,546	989	3	477	1,469	5,421.7	550.8	518.8
Out-Of-Province	1,403	1,080	0	248	1,328	4,446.3	240.6	264.2
Sub-Total Post-Secondary	12,255	8,276	131	3,125	11,532	36,040.8	3,145.6	2,452.2
C. Special Programs								
Sosar*	191	1	8	168	177	352.7	331.4	23.2
Teacher Training	17		17		17			75.9
Disabled	53		53		53			24.9
Special Opportunity Bursary	6		6		6			21.4
Special Opportunity Loan**	34	34			34			67.9
Manitoba Government Grant	36		36		36			46.4
Manitoba Government Loan	10	10			10			11.2
Audiology								
Dental Therapy	15		15		15			90.0
Abe***	190	11	122	20	153	62.5	28.2	89.6
Native Bursaries Secondary								
Metis	1,109		1,031		1,031			406.2
Status	519		473		473			198.8
Prince of Wales Princess Ann								
Status	272		272		272			56.6
Metis	395		395		395			79.6
Sub-Total Native	2,295		2,171		2,171			741.2
Sub-Total Special Programs	2,466	44	2,298		2,342			1,078.9
Grand Total	18,951	8,320	6,435	3,125	17,880	36,040.8	3,145.6	4,773.8

Notes: * Special Opportunity Social Allowance Recipients, included in post-secondary totals.
** Includes three students in Chiropractic Programs.
*** Adult Basic Education, included in post-secondary totals.

Table 12 continued

Manitoba Student Aid Branch Loans and Bursaries

Period April 1, 1985 - March 31, 1986

	Number of Applications	Number of Awards				Amount Awarded ($000)		
		Loan Only	Bursary Only	Loan Rebate & Bursary	Total	Loan	Loan Rebate	Bursary
A. Secondary								
Regular	3,621		3,121		3,121			892.9
Adult	570		473		473			195.5
Frontier	246		246		246			84.9
Sub-Total Secondary	4,437		3,840		3,840			1,173.3
B. Post-Secondary								
University of Manitoba	4,447	3,023	3	1,107	4,133	12,520.5	1,018.7	704.9
University of Winnipeg	1,453	912	2	464	1,378	4,123.8	409.7	352.4
Brandon University	910	600	1	246	847	2,545.8	244.5	148.9
Red River Community College	2,052	1,314	90	421	1,825	5,892.4	487.0	352.0
Assiniboine Community College	560	363	26	125	514	1,575.6	154.7	105.4
Keewatin Community College	232	174	6	23	203	575.9	22.4	22.8
Other In-Province	2,459	1,608		703	2,311	8,597.1	844.7	765.9
Out-Of-Province	1,672	1,309		281	1,590	5,419.5	240.7	334.9
Sub-Total Post-Secondary	13,785	9,303	128	3,370	12,801	41,250.6	3,422.6	2,787.2
C. Special Programs								
Sosar*	226	1	1	217	219	478.4	453.4	5.1
Teacher Training	10		10		10			39.5
Disabled	34		34		34			18.5
Special Opportunity Bursary	28		28		28			64.5
Special Opportunity Loan**	56	56			56			129.0
Manitoba Government Grant	52		52		52			83.9
Manitoba Government Loan	14	14			14			31.8
Audiology	2		2		2			8.0
Dental Therapy	9		9		9			54.0
Abe***	144	1	120	2	123	48	2.1	83.6
Native Bursaries Secondary								
Metis	1,333		1,108		1,108			459.0
Status	570		517		517			208.7
Prince of Wales Princess Ann								
Status	255		255		255			51.0
Metis	503		503		503			100.6
Sub-Total Native	2,661		2,383		2,383			819.3
Sub-Total Special Programs	2,866	70	2,518		2,588			1,248.5
Grand Total	21,088	9,373	6,486	3,370	19,229	41,250.6	3,422.4	5,209.0

Notes: * Special Opportunity Social Allowance Recipients, included in post-secondary totals.
** Includes three students in Chiropractic Programs.
*** Adult Basic Education, included in post-secondary totals.

Table 13

Manitoba Community Colleges Student Enrolment

	April 1/84 March 31/85	April 1/85 March 31/86 (p)
Assiniboine Community College		
Regular Day Courses		
- Applied Arts	34	32
- Business and Administrative Studies	274	254
- Health and Personal Services	128	148
- Industrial and Technology	465	415
Sub-total (regular day)	902	849
Adult Basic Education Courses	912	782
Evening Courses	2543	2436
Other Courses		
- Agriculture	239	181
- Apprenticeship	448	436
- Correspondence	40	91
- Special, Short, Refresher and Completer	154	186
- Management Development & Training-in-Industry	44	0
Sub-total (other)	925	894
Total - Assiniboine Community College	5282	4961
Keewatin Community College		
Regular Day Courses		
- Applied Arts	36	31
- Business and Administrative Studies	83	90
- Health and Personal Services	61	86
- Industrial and Technology	281	291
Sub-total (regular day)	461	498
Adult Basic Education Courses	474	307
Evening Courses	1040	568
Other Courses		
- Apprenticeship	266	244
- Correspondence	10	3
- Special, Short, Refresher and Completer	101	263
Sub-total (other)	377	510
Total - Keewatin Community College	2352	1883

Table 13 continued

Manitoba Community Colleges Student Enrolment

	April 1/84 March 31/85	April 1/85 March 31/86 (p)
Red River Community College		
Regular Day Courses		
- Applied Arts	399	448
- Business and Administrative Studies	1560	1574
- Health and Personal Services	638	688
- Industrial and Technology	1976	1871
- Teacher Education	91	102
Sub-total (regular day)	4664	4683
Adult Basic Education Courses	1630	1419
Evening Courses	15,799	15,666
Other Courses		
- Apprenticeship	1391	1380
- Correspondence	325	405
- Special, Short, Refresher and Completer	923	1258
- Management Development & Training-in-Industry	4	92
- Teacher Education - Summer Courses	268	206
- Evening Courses	0	30
Sub-total (other)	2911	3371
Total - Red River Community College	25,004	25,139
Provincial Summary - All Colleges		
Regular Day Courses		
- Applied Arts	469	511
- Business and Administrative Studies	1917	1918
- Health and Personal Services	828	922
- Industrial and Technology	2722	2577
- Teacher Education	91	102
Sub-total (regular day)	6027	6030
Adult Basic Education Courses	3016	2508
Evening Courses	19,382	18,670
Other Courses		
- Agricultural	239	181
- Apprenticeship	2105	2060
- Correspondence	375	499
- Special, Short, Refresher and Completer	1178	1707
- Management Development & Training-in-Industry	48	92
- Teacher Education - Summer Courses	268	206
- Evening Courses	0	30
Sub-total (other)	4213	4775
Provincial Total - All Colleges	32,638	31,983

(p) indicates preliminary enrolment data for fiscal year 1985-86